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ABSTRACT

Intended as a guide for other field operational training programs, this paper reports the organization and conduct of a workshop held in Nazareth (Ethiopia) November 20-30, 1981, for 35 local-level administrators of literacy programs in five African nations (Ethiopia, Kenya, Sudan, Tanzania, and Zimbabwe). According to the authors, the organizers of the workshop found that most training programs for local administrators did not provide participants with field experience, adequate discussion, or a sense of the importance of local administration. Consequently, the organizers arranged a format emphasizing the participants' work experiences and observation of literacy programs in the field. Following sections on the background information on literacy programs and the training of local-level administrators in African programs, the stages of the workshop are explained in detail, including: (1) the organizational process; (2) the preliminary discussion of educational issues in the participating countries and of individual administrative roles and problems (case studies); (3) the format of the 1-3 day study visits to literacy projects in Ethiopia; (4) the reviews of case studies in the light of the field experience and discussion, and (5) the workshop evaluation methods, both informal and formal. A summary of general principles follows each section. The appendixes provide a copy of the announcement of the workshop, the items covered in the participants' case studies, a list of the participants, the workshop schedule, and a summary of the formal evaluations. (JW)

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Training of local-level administrative personnel in national literacy programmes

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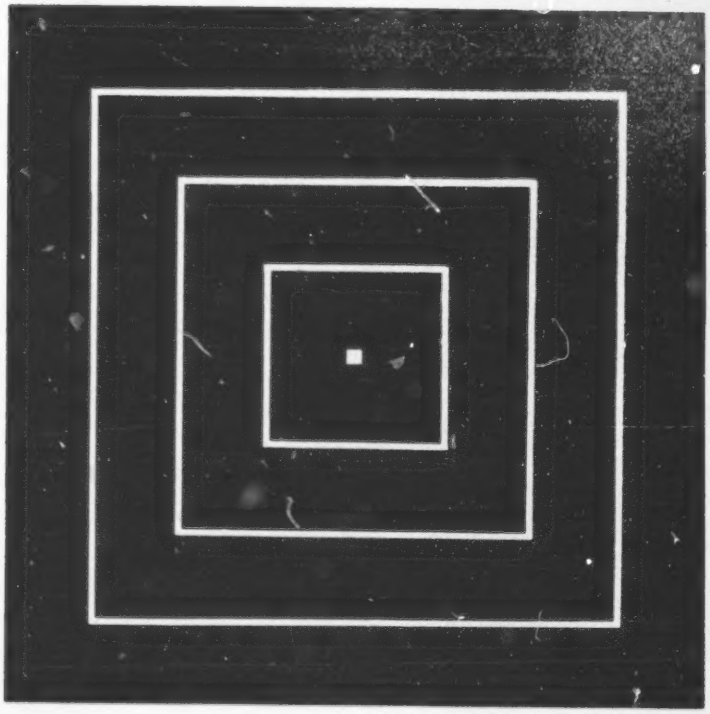
Methodological report of a training workshop



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EA 015 759

International Institute for Educational Planning
(established within the framework of Unesco)

Training of local-level administrative personnel in national literacy programmes

Methodological report of a training workshop held at Nazareth, Ethiopia, 20-30 November 1981

by A. Bordia and G. Carron

International Institute for Educational Planning

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Preface

In line with a growing international concern about the planning and administration of mass literacy programmes, the IIEP organized a sub-regional training workshop for local level personnel in national literacy programmes which was hosted by Ethiopia and took place in Nazareth (Ethiopia) from 20 to 30 November 1981. Its objective was to examine, in conference with persons having rich field experience, some alternative approaches to the effective training of personnel at the local level and to develop a methodological framework for organizing such programmes. The meeting was attended by 30 local level administrators in government and non-government organizations from five selected countries of East and North-East Africa which had launched or were on the point of launching major literacy campaigns (Ethiopia, Kenya, Sudan, Tanzania and Zimbabwe). The national directors of adult education of the participating countries acted as resource persons, together with staff from BREDA, IIEP and UNICEF.

This report of the workshop is different from the ones which are usually prepared at the end of an international meeting. It is methodological in nature. It only briefly indicates the issues which were discussed by the participants whereas it describes in great detail the way in which the workshop was prepared and organized, the problems encountered and the solutions proposed. Its main objective is to serve as a guide for those who would like to try out the same kind of working methods when organizing similar training programmes for literacy and adult education personnel. The reader will therefore find at the end of each chapter a short summing up of some general principles to be observed in order to make a workshop truly flexible, open-ended and participatory. It is expected that the methodological approach experimented during the Nazareth workshop will be further developed, adapted and improved through the organization of different follow-up activities.

The Institute is grateful to CIDA (Canada) for its financial assistance in the organization of the workshop and to ODA (United Kingdom) for funding the preparation and publication of the present report.

I. Background

1. Interest of Unesco and IIEP in universal literacy

The interest for literacy has been with Unesco since its foundation in 1946. It was, however, at the beginning of the 1960s that concrete steps were first taken to confront the problem of illiteracy. Through various international conferences such as the World Conference on Adult Education (Montreal, 1960), the World Congress of Ministers of Education on the Eradication of Illiteracy (Teheran, 1965), the Third International Conference on Adult Education (Tokyo, 1972), the International Symposium for Literacy (Persepolis, 1975), through the Declaration of September 8 as International Literacy Day (1967) and through various publications such as the Report of the International Commission on the Development of Education 'Learning to Be', the Organization has been continuously promoting a universal concern for literacy as being a fundamental human right and an integral part of socio-economic and political development.

By organizing, in cooperation with UNDP and with other UN agencies the Experimental World Literacy Programme (EWLP) between 1967 and 1973, Unesco has also contributed to the design and development of concrete ways by which illiteracy could be eradicated. This programme has generated rich information concerning issues such as organization, financing, training methods, curriculum development, which have had a considerable impact on literacy programmes in many countries. However, in spite of the firm and imaginative steps taken by an increasing number of governments to overcome illiteracy, at the international level the task is far from completed. As a recent study of literacy statistics reveals, the world illiteracy rate has effectively decreased from 32.4% in 1970 to 28.9% in 1980 but mainly because of the high population growth rates and the failure of several countries to univeralize primary education, the total number of illiterates has increased during the same period from 742,000,000 in 1970 to 814,000,000 in 1980 (1). The General Conference of Unesco, at its XXIth Session in 1980 has therefore emphasized the importance of giving a 'new impetus to the efforts to eradicate illiteracy' and called upon the Director-General to assist 'in the realization of such programmes especially by setting up training activities.' (2). Similarly, for the forthcoming Medium-Term Plan, the General Conference declared:

> In the context of democratization of education and of making the right to education a reality, the eradication of illiteracy has an unquestionable priority and urgency (3).

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1 Unesco, Office of Statistics, Etude comparative de l'analphabétisme féminin et masculin dans le monde, Paris, Unesco, 1979

2 Unesco, General Resolution on the Education Programme: Records of the XXI General Conference Vol. 1, p.26 and p. 29

3 Ibid, p.22

In line with this concern expressed by the General Conference, the IIEP has developed in the past two years a renewed interest in non-formal education and more specifically in the planning and administration of literacy programmes. The first action undertaken in this perspective was the organization at the end of 1980 of an international workshop on 'Planning and Administration of National Literacy Programmes' in Arusha, Tanzania.

2. The Arusha Workshop

With a view to sharing experiences and drawing concrete lessons for the various countries who had launched or were about to launch national literacy programmes, a workshop was organized by IIEP at Arusha, Tanzania, from 27 November to 2 December 1980. The specific purpose of the workshop was to develop, in the light of national experiences, broad strategies for the organization and management of literacy programmes, with emphasis on diagnosis, planning and implementation and the adoption of a suitable evaluation and monitoring system. It was hoped that the workshop would elicit issues on which further action may be taken by national governments and international organizations, including IIEP. The participants in the workshop included planners and administrators from 14 countries of Africa, Asia, the Arab States and Latin America, representatives from the Unesco Regional Office in Dakar, the World Bank, and several IIEP Governing Board members (4).

An important recommendation of the Arusha Workshop, related to the need for special attention to be given to the professional development of local-level administrative personnel. In making this recommendation, the participants of the workshop were conscious of the need to improve the process of planning and strategies for implementing mass campaigns. But their main concern was with people's participation and integration of literacy programmes with development. Referring to this point, the Report of the Workshop states :

> The crucial task, therefore, is people's mobilization for literacy and development. This is often a political challenge, to which the political leadership must respond. But this can also be an administrative opportunity, and the administrative apparatus must be geared to it. Literacy programmes can provide the forum in which people's involvement in the process of development can be organized. The administrative organization responsible for the literacy programme must acquire a realization of their role and work closely with other developmental wings so that this seminal potentiality of an adult literacy centre is shared by them (5).

Towards the conclusion of the workshop, participants from Ethiopia, Somalia and Tanzania made a request to the Director of IIEP that, given the rather limited experience in this region in organizing development-oriented training programmes for local-level administrative personnel, IIEP organize some activities in this field.

A review was organized at IIEP of the role and functions of local-level personnel in the administration of national literacy programmes, the existing arrangements of their training and the literature on this subject.

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4 IIEP Planning and Administration of National Literacy Programmes, Final Report on an IIEP Workshop, Arusha, Tanzania, 27 November to 2 December 1980. IIEP, 1981.

5 Ibid, p. 22-23.

3. Review of literature

During the past decade, the rapid development of literacy programmes in the developing world has led to an increasing demand for trained staff. In order to satisfy this demand, many countries have set up their own structures, either permanent or ad hoc, for training the different types of qualified personnel required to plan and implement literacy programmes. The directories of organizations and universities offering literacy training courses, published by the IIALM of Teheran in 1977, have listed about 160 literacy organizations and 72 universities and centres of higher learning, mainly from the developing countries, which regularly or occasionally offer training facilities to various categories of literacy personnel (6).

At the same time, a fair number of voluntary non-governmental and inter-governmental organizations have been created (such as the International Council for Adult Education; AAEA, AFROLIT and CREAA in the African Region; ASPBAE in the Asian Region; ARLO in the Arab Region; CEAL in the Latin American Region; and so on) in order to support national literacy efforts, while Unesco itself, through its Regional Offices and the Regional Literacy Centres, has developed a diversified set of training activities for literacy personnel in the different regions of the world, supporting national efforts and promoting the exchange of experiences amongst the different countries.

As a matter of fact, Unesco's interest in the field of training literacy workers goes back to the implementation of the Experimental World Literacy Programme launched in 1966. During the implementation of this Programme, it became rapidly clear that, while the success of any literacy programme depended on the competence of the cadres and instructors, traditional training procedures were highly inadequate. These procedures 'generally place great emphasis on teaching formulas and conveying knowledge by means of lessons, lectures and so on, whereas in reality the only real knowledge is that which is acquired by experience, in a real situation, and by methods combining, within the act of learning, practical activities and the theoretical elucidation of these activities' (7). Hence, an alternative training method, called the operational seminar, has been gradually developed and systematically tried out since 1970 through a series of activities organized at regional and at national levels.

Each field operational seminar can be defined as an intensive self-training exercise of some three to four weeks duration, developed in an actual working situation. Participants are given an opportunity to experience, on a reduced time-scale but in a real situation (a project already in operation), all the phases of planning

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6 IIALM, Directory of organizations offering literacy training courses, Teheran, 1977.

IIALM, Directory of universities and institutions offering literacy training programmes, Teheran, 1977

7 Unesco, The training of functional literacy personnel, A practical guide, Paris, Unesco, 1973, p.9. Also see

Unesco, The operational seminar: a pioneering method of training for development, Educational studies and documents No. 20, Paris, Unesco, 1976; and

C. Bonnani, Notes techniques sur la formation du personnel d'alphabétisation, Unesco, Paris, 1977.

and implementing a project, which taken together, constitute the full cycle of a literacy programme from the identification of needs until the design and application of a system of monitoring and evaluation. By undergoing such a seminar, they gain practical knowledge in the ways of planning and organizing literacy programmes, while broadening at the same time their theoretical understanding of the literacy process and its linkages with development. There is no doubt that the operational seminar has been an interesting innovation in the field of training literacy personnel and that its basic principles have become a source of inspiration for many training programmes throughout the world.

However, since the end of the EWLP and its final evaluation in 1974-75, various changes have occurred on the literacy scene which have created the need for a revision of training needs and training methods. Therefore, towards the end of the 1970s and the beginning of the 1980s, several expert meetings were organized in different regions of the world in order to examine present trends in literacy work and their implications for training and research (8). Some common new issues are discussed in nearly all the reports of these meetings and need to be underlined here.

The first important event which occurred is that many countries have now moved from experimental pilot projects to massive nation-wide literacy programmes. As a direct consequence of this, the magnitude of the training problem has rapidly changed. The task ahead is no longer that of preparing a selected number of field workers and project managers, but of training large numbers of people capable of performing a variety of different tasks. The instructors are certainly the most important group. Moreover, in many countries which are involved in massive campaigns, this group is often very heterogeneous and may be composed of young students, formal school teachers, civil servants, industrial workers, etc, while at a later stage a more stable group of instructors is needed in order to secure follow-up and post-literacy activities. Other categories of staff have, however, also to be trained, such as supervisors, planners, and administrators, specialists in curriculum design and evaluation, researchers, etc. This is to say that, in terms of training, the rapid move towards mass literacy programmes has not only produced a problem of quantity but also a need for increasing diversification and specialization.

Another important new element has to be mentioned in this respect. Since literacy programmes have become more ambitious in recent years, many countries have felt it necessary to set up fully-fledged administrative structures to run and control their programmes. The staff who fill these new structures constitute a new clientele for training, with their own special needs, which cannot be simply assimilated with the qualifications needed by the administrative personnel of the formal school system. Not only do they have to deal with programmes which require a higher degree of organizational flexibility but their responsibilities will normally go beyond the organization of supply proper. They will also include such things as mobilizing demands for literacy, stimulating participation, and coordinating literacy

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8 Unesco Regional Office for Education in Asia and Oceania, Research and training in literacy in Asia and Oceania, Report of a Regional Panel of Experts, New Delhi, 19-25 September 1978.

Unesco Regional Office for Education in Africa, Final Report of the experts' meeting on training needs in the field of literacy in Africa Monrovia, 8-18 December 1979.

A. Lizarsaburu, La formacion de promotores de base en programas de alphabetizacion, OREALC, Santiago de Chile, 1981, a document prepared for a seminar on the same title organized by the Unesco Regional Office for Education in Latin America and the Caribbean, Managua, 10-16 December 1981.

work with the other sectors of economic, social, cultural and political development. These special tasks, which are quite different from routine administration, have become more important and complex as literacy work has been more and more oriented towards development needs, and as post-literacy activities are now considered to be an integral part of the global effort to eradicate illiteracy. There is no doubt that these recent developments in the literacy field have a direct bearing on the content not only of the training programmes intended for administrators but also of those set up for the other categories of personnel mentioned earlier.

An important conclusion that one can draw from reading the available documentation is that the training of administrative personnel and more specifically of administrative personnel at the local level, has not yet received proper attention, even if it is true that a few countries have taken steps to remedy this situation. This is the case, for example, for India where the Directorate of Adult Education, in cooperation with the National Institute of Educational Planning and Administration, has organized a series of programmes of short duration for District Adult Education Officers from all over the country, training some 160 of them and using innovative methods in doing so (9).

However, by and large, the training of local-level administrators for literacy programmes has been a neglected area, in spite of the fact that it is generally recognized that precisely this level has a crucial role to play in the successful implementation of literacy work. Hence, the urgent necessity to promote adequate training and research activities in this area at the international, regional and national levels.

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9 A variety of reports and documents have been published on this Indian experience. Among these are:

NAEP, Training of Adult education functionaries, A Handbook, New Delhi, 1978, and NAEP, Report on Field Operational Training Programmes for District Adult Education Officers: An Experiment, New Delhi, Nov. 23 - Dec. 5, 1981.

II. Local level personnel and their training

1. Defining the local level

What exactly is meant when we refer to the local level ? There has been a good deal of debate on this, and the question has also figured in some of the seminars of IIEP. Moreover, this was also one of the first points to be discussed when planning the training programme following the request made during the Arusha Workshop.

A summary review of the administrative arrangements for literacy programmes shows that there are, broadly speaking, three levels of management :

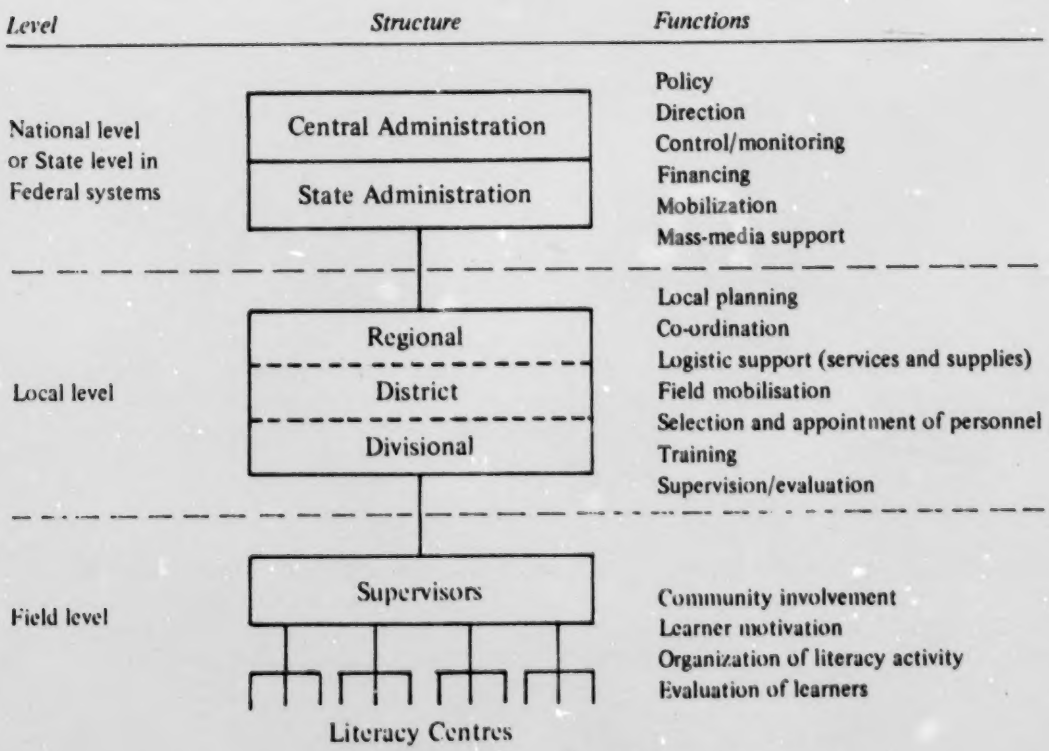
a) the national/sub-national level (or state level in the case of federal systems), concerned with policy, direction and control;

b) the local level (referred to also as regional, provincial, divisional, district, etc.), concerned with field planning, supplies and services, coordination with other agencies, etc.;

c) the field level which includes field supervisors and the actual organization of literacy centres.

By way of qualification, it should be added that, geographically, very small countries may not have these three levels, and also that each of these levels may often subsume two or more levels. Moreover, while, in some countries, these levels are exclusively, or mainly, administrative in character, in other countries each level may have a political counterpart and the latter may function as an integral part of the administrative structure.

Figure : Administrative structure of national literacy programmes



In the context of national literacy programmes the local level may thus be defined as the administrative organization below the national level and yet above the field supervisory level.

2. Functions and characteristics of the local level

Along with an increasing emphasis on the organization of intensive literacy campaigns, there is also a growing awareness today of the importance of preparations before launching such campaigns, of systematic planning and efficient administrative arrangements and of the great need for post-literacy programmes. In the organization of such programmes, national direction plays an important part as regards political commitment and all its concomitants (such as mobilization of mass media, provision of adequate financial support, creation of suitable administrative structures) emanate from there. The local level is, however, vital for the concretization of national policy, for cost-effectiveness, for relating/integrating the literacy programme with the development strategy and for pursuing learning and action programmes after the campaign phase has been completed.

Naturally, the functions of local-level administration differ from country to country. Not only do the functions depend on the administrative and political milieu, they also depend on the conceptualization in respect of programme objectives and of national development goals. Nonetheless, there are certain common features regarding the functions; a few of the most important are listed below:

a) Local planning: Principally this means the creation of a system at the local level to implement the programme objectives laid down at the national level. The other functions derive from this basic responsibility.

b) Mobilization: This is an essential aspect of all literacy programmes - animation of learners, drop-outs, support staff and resource contributors, etc. is necessary. Without mobilization, programmes tend to be lifeless and a burden.

c) Coordination: Promotional relationships have to be established with a variety of systems and sub-systems, for example with political and mass organizations at the local level and the numerous development agencies, with the structures of formal education, with cultural institutions/groups, etc.

d) Curriculum development and provision of teaching-learning materials: Although this is often done at the national level (and in the case of federal systems at the sub-national level), relating the curriculum to local needs and interests can be important functions of local-level personnel.

e) Logistical support: Practically all development programmes, and literacy programmes in particular, depend heavily on certain supplies and services. Programmes can be seriously handicapped for want of instructional material, lighting arrangements for night-classes, books and periodicals for post-literacy centres, etc.

f) Staffing: Selection and appointment of staff is an important function.

g) Training: This is also of immense importance. Not only is there a need for organization of suitable training, but also the local-level administration has to develop a capacity for the organization of continuing training, using the mechanisms of supervision, evaluation, meetings, etc., for this purpose.

h) Supervision/evaluation: These two elements are inseparable, since evaluation is part of an on-going system and supervision is based on certain objective criteria. However, supervision also includes certain disciplinary responsibility such as supervising the work and conduct of personnel at the field level.

While it is possible to spell out certain important common functions of local-level administrative structures, it is much more difficult to generalize about staff motivation, service and educational background, strengths and weaknesses - in other words the general characteristics of local-level administrative personnel. By and large, it may be correct to say that at the time of their appointment in administrative responsabilities, such personnel :

a) are new to the administrative system (their earlier phase having been with formal education or elsewhere) ;

b) are not likely to be initiated into the objectives of development-oriented literacy programmes ;

c) may be lacking in technical competence related to administrative procedures, monitoring and evaluation techniques, issues connected with financing of programmes, etc. ;

d) have a rich and varied experience which is relevant to their current functions, even though their past orientations as far as literacy programmes are concerned might be very divergent;

e) are enthusiastic about their work and eager to improve their capabilities.

3. Training of local-level administrative personnel

The review of literature in the preceding section has brought out the limitations of information on this subject. Admittedly, the situation varies substantially from country to country : there is Tanzania with a strong Institute of Adult Education organizing nine-month training for people selected for administrative responsibilities, but there are also countries with practically no institutional arrangements for the training of local-level personnel. By and large, however, arrangements for training of local-level personnel are grossly inadequate and the following comments would be generally applicable to most countries :

a) Lack of a system of the kind many developing countries have for general civil service. A proper training system does not even exist for administrative personnel in the formal education system and the situation is much worse for non-formal education and literacy programmes.

b) Insufficiency of institutional arrangements: This is part of the problem caused by the lack of a system, and as a matter of fact is the most obvious symptom. The result is that hardly any work is done on a continuing basis in the areas of research, evaluation, etc., to support training programmes. Apart from this, programmes have to be designed, keeping in mind the facilities available, rather than on the basis of programme requirements.

c) Financial difficulties: Owing to a lack of appreciation of the value of training, adequate financial provision is not made and this becomes an excuse for not organizing training programmes.

d) Non-availability of documentation: There can be several methodological approaches to training, and, presumably, many have been tried in the past. Seldom, however, are these approaches tested and documents prepared on that basis. Consequently, there is an acute dearth of indications regarding appropriate methodologies.

e) Lack of emphasis on continuing education: Training programmes are mostly 'one-time' programmes, with little follow-up. Not only are full-time retraining programmes not organized, but neither are other forms of continuing education (such as correspondence courses, study visits, seminars and meetings, etc.)

Deficiencies in the training system have adverse effects on programmes in most countries. However, despite this deficiency, effective programmes have been organized in several countries on the basis of certain inherent strengths of each country; in some countries, this consists of massive political mobilization, in others, the euphoria of emanicipation from tyrannical rule, and in all cases an innate patriotic sentiment which enables people to improvize in different situations.

Some general principles

a) Commencement of a new type of training programme should be preceded by a thorough analysis of all aspects of the programme and the place of training in it.

b) It is essential to define the clientèle and understand its role and functions.

c) As far as possible, the strengths and deficiencies of the clientèle should be analysed, as well as its educational and occupational background. If some of the clientèle has special characteristics, this should be known in advance.

d) A careful review of existing training arrangements should be made before planning new programmes. Full use should be made of any methods or approaches which have succeeded in the past.

III. Planning and Preparation for the Workshop

1. Defining objectives and expected outcomes

The objectives of the workshop were based on an analysis of the role of local-level administrative personnel and on a study of deficiencies in their training arrangements. Whereas the creation of a training system, including the setting up of the necessary institutional structures, depends on the interest and resources of the national governments concerned, it was felt that IIEP and BREDA could make a contribution to the development of appropriate training methods and of the research support required therefor.

With this perspective in mind, the principal objective of the workshop was to examine, in conference with persons having rich field experience, some of the alternative approaches to the effective training of personnel in local-level administration and to develop a methodological framework for organizing such programmes in the countries participating in the workshop, and which could eventually be applied to programmes organized in other countries. It was hoped from the outset that following the workshop, some training programmes would be organized at the national level in accordance with the methodological approaches developed in it and some research and diagnostic studies would also be initiated in order to understand more fully the tasks facing local-level administrative personnel. The experiences of the national training workshop and the findings of research studies are intended to be used for a second sub-regional workshop in which a more defined shape may be given to the methodological framework.

In the process and as a consequence of pursuing the above-mentioned objectives, a number of important outcomes could be envisaged. They included:

a) Training of a certain number of administrative personnel from participating countries — not only to better understand the meaning and function of literacy, but also to visualize in a sharper focus their own image as social engineers or 'change agents' in the context of their country's development.

b) Improved training of administrative personnel in national literacy programmes in the countries concerned and the launching of a comprehensive training system with necessary research and institutional support.

c) Creation of a framework for IIEP and BREDA's further involvement in training and research towards improving planning and administration of national literacy programmes.

2. Selection of appropriate methodology

As the resumé of the state-of-the-art on training for local-level personnel in national literacy programmes shows (Chapter I), there is a dearth of literature on training techniques for personnel of this category. This resumé also brings out the fact that there is widespread appreciation of some of the recent innovations in training methods. For example, the organization of training programmes in the form of workshops is fairly well-known, even though seldom practised. Similarly, the organization of training programmes in the form of 'field operational seminars' has been popularized in the African region over the past few years. However, either due to shortcomings inherent to existing training methods or owing to the style in which they are organized, or both, most training programmes suffer from three main methodological deficiencies:

a) They do not exemplify the principles which are supposed to be built into literacy programmes -- in general, they are not flexible, are not built around the experiences of the trainees and seldom really involve them.

b) These training programmes do not adequately take into account factors which contribute to learning among adults - they under-emphasize discussion and communication and hardly ever provide for 'work' as a method of learning.

c) Most existing programmes do not take into account the importance of heightening the worth of local-level administrators in their own eyes. The importance of these personnel being able to view themselves not simply as low-grade officials, but as a critical level in a nation-building programme cannot be exaggerated.

It was thus clear to us that while there was much to be gained from a study of existing training techniques, it was also imperative to harmonize present experiences and move towards techniques which may be more practical and more suited to the new emphases of national literacy programmes.

3. Defining the methodology and its sequence

It was decided to experiment with a new type of 'participatory and experimental' methodology which would be process-oriented rather than input-oriented.

This methodological approach would include the essential features of the workshop:

a) Involvement of the participants in structuring the workshop;

b) Emphasis on group work and on the exchange of experiences between participants;

c) Reliance on the initiative and ingenuity of the participants;

d) Resource persons functioning as communicators and motivators:

The content of the workshop would be built primarily around the work experiences of the participants. They would be encouraged to articulate their experiences, and opportunity would be provided to them to examine objectively their roles and functions in field situations, with the assistance of a specially selected group of resource persons. This would be facilitated by the adoption of the case study method for organizing the workshop proceedings. In concrete terms, this implies that, at the beginning of the workshop, the participants would specify the problems faced by them in their work and around which the activities of the workshop should concentrate. The participants would then be divided into groups, keeping in view their experience and the nature of problems and interests intimated by them. These groups would undertake study visits to selected literacy projects for 2-3 days and, upon return, continue their work in groups. This exercise would engage them in reflection in a comparative situation, which they would articulate by re-examining the case studies, improving their content and refining their presentation. A planning committee of several resource persons and participants would monitor regularly the progress of the workshop. The participants would undertake an evaluation of the workshop and would also make recommendations about the follow-up action to be taken. They would also prepare a report of the workshop indicating, among other things, its relevance to their future work.

An important aspect of the method proposed for the workshop was the field operational aspect. The participants (as well as the resource persons), divided into suitable small groups, would be placed in the field situation for observation, interviews and work, thereby facilitating rediscovery and assimilation of principles and techniques. Since practically all the participants would be persons engaged in some form of supervision, the field operational technique would also enable them to develop their capacity to view field situations with a sharper focus and keener insight.

The sequence of this process could be spelt out in the following manner:

a) Reflection by the participants on their role and function and preparation of a brief case study on the basis of the reflection: This is the pre-workshop stage, or the stage of initial involvement.

b) Immediately after the opening of the workshop there is the sharing-of-experiences phase which lasts until the end of the workshop. Indeed, it may create long-term bonds for the exchange of experiences towards mutual problem-solving. During the workshop, the exchange of experiences may take a formalistic shape (inauguration and concluding speeches) or be through informal learning (as a result of living together) but mainly through planned activity (comprising group discussions on case studies).

c) Sharing of experiences soon throws up a number of technical problems requiring an input of presentation and study of technical issues.

d) Living and learning situations must be juxtaposed with working situations. An important phase of the methodological process, therefore, is intensive field study with exercises to correlate past experience, technical inputs and the reality of the field.

e) Towards the conclusion of the workshop is the stage in which each participant reviews the case study he prepared before the workshop in order to bring out in it the way he now visualizes his role and functions, i.e. after synthesizing the learning resulting from the sharing of experiences, technical inputs, field study, etc. (In reality, however, not all participants reviewed their case study.)

f) An integral part of this process was an evaluation by the participants of what the workshop set out to achieve, the way it went about it, and its degree of success. If success was limited, the reasons therefor.

g) An essential part of the whole training processs is the follow-up phase which has to be prepared from the very beginning of the workshop, by developing among participants an awareness of the importance of their continuing education through self-study, action-research seminars, etc.

4. Planning organizational arrangements corresponding to the methodological approach

A workshop which intended to give, from the outset, much greater emphasis to process rather than to inputs, had a number of organizational imperatives. There was a good deal of discussion in IIEP, at the planning stage of the workshop, with regard to organizational issues. Some of the points which arose were as follows:

a) The first matter to be decided was the choice of venue. On the basis of what was known about the impressive literacy campaign of the Government

of Socialist Ethiopia, the decision to hold the workshop in that country did not take long to be reached. It was also decided to make the workshop the joint responsibility of the IIEP and the Government of Socialist Ethiopia. Fortunately, the Ethiopian Government was very enthusiastic and immensely accommodating with regard to the various organizational demands which seemed to be corollaries of the methodological approach. In the course of discussion with the Government, it was decided not to hold the workshop in Addis Ababa where community living among participants would be difficult. Finally, the Government chose Nazareth as the location for the workshop. Nazareth is a small rural town situated some 100 kilometers from the capital.

b) The second point regarding organization related to the emphasis laid on community living. This implied making the programme residential and accommodating all participants at the same place. In the event, all participants not only lived at the same place, but also had their meals together, had common recreation and had ample scope to get to know one another.

c) The third point which was clear from the very beginning related to insistence on organizational flexibility. This implied that although much thought had been given beforehand to the possible daily programme, to the technical issues to be treated through presentations and to the organization of the field visits, these initial suggestions were always treated as tentative. At IIEP, we were genuinely conscious of the fact that the resource persons and the participants had a much better idea with regard to training needs and organizational approaches. Therefore, humility born of limited experience as well as the logic of the methodological approach required leaving much of the organizational details to the workshop itself.

d) An aspect of the third point, but which is important in itself related to the decision not to send the participants 'readings' or training materials. For one thing, it is always difficult to select materials which would be really relevant for participants and would conform to the training objectives. But the more important consideration against sending such material was that it could divert participants from the intended reflection on their role and functions.

5. Selection of participants

It was decided to confine participation in the workshop to the countries of East and North-East Africa. Apart from the fact that representatives of the countries which had made a request for the workshop were from this region and that the expenses involved in making selection from a compact sub-region are manageable, this area provided examples of different political systems with different types of literacy programmes at different stages of implementation. Besides, a common language was spoken by all these countries as their second language, namely English. It was therefore decided to organize the programme for participants from Ethiopia, Kenya, Somalia, the Sudan, Tanzania and Zimbabwe. Zimbabwe was still in the phase of planning for a mass literacy programme and therefore only two participants were invited from that country. Ethiopia, being the host country and having some fascinating types of local-level administrative structures, was requested to nominate 16 participants and, if necessary, a few observers. The remaining countries were requested to nominate 4 participants each. (10)

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10 Somalia was not able to participate in the workshop.

Fairly clear indications were given to the governments of all the countries regarding the criteria of selection. The criteria included:

a) A definition of what was intended by local level. It was clarified that the decision as to what exactly comprised local level had to be taken by the government of each country.

b) It was emphasized that, as far as possible, half of the participants from each country should be women.

c) It was explained that the language of the workshop would be English and that, therefore, a reasonable ability to communicate and write in English was essential.

d) It was made clear that local-level administration should be understood in its wide sense and that persons from non-governmental organizations and political organizations could also be nominated.

6. Selection and involvement of resource persons

The role, selection and involvement of resource persons were governed by the objectives of the training programme and the methodological approach.

Since the principal objective of the programme was the development of a methodology for training local-level administrative personnel engaged in national literacy programmes and as this was to be achieved by testing in national seminars the approaches developed at Nazareth, it was quite evident that the directors of adult education of all the countries concerned had to be associated as resource persons. Apart from facilitating the organization of the follow-up national workshops to test the methodology, their association would introduce the element of practical authenticity in the content of the training programme. Moreover, if the methodology finally designed was to be adopted in national literacy programmes, it was essential that the national directors contribute to its development.

In addition to the national directors, resource persons were drawn from IIEP, BREDA and UNICEF. As sponsors of the workshop, IIEP had an obvious role to play. Since the responsibility for Unesco programmes in the African Region rests with BREDA, their association was important. UNICEF associated itself with the workshop from the beginning and the involvement of its representative in Addis Ababa was of immense value.

The expectations from the resource persons were determined by the methodology intended to be adopted in the workshop. Since emphasis was put on participatory group work, there had to be a fairly large number of resource persons. It was not possible for them to participate as part-time experts, coming to the workshop for a specific function but as colleagues fully involved with all aspects of the workshop - living and working with the participants. The tentativeness of pre-workshop decisions regarding methodology and organizational arrangements also necessitated a group of persons committed to the workshop and willing to devote all their energies to its conduct. It was also clearly understood that the methodology of the workshop envisaged that the resource persons have a role as communicators and motivators rather than as lecturers and supervisors.

Participation of the resource persons was increased by involving them in the planning of the workshop well in advance. This was achieved by requesting them to prepare brief national papers on their literacy programmes and by keeping them informed about the various planning stages. Besides, opportunities for personal

contact in certain other meetings were availed of to discuss the various aspects of the workshop.

Some general principles

a) A clear understanding and articulation of the objectives of a training programme is a pre-condition of its success. This is particularly so where a programme is innovative and experimental in nature.

b) The initial spelling-out of the methodology of an experimental workshop should be based on a thorough study of existing techniques - their strengths and limitations. Thereafter, the methodological approaches intended to be tried out should be made clear.

c) Organizational arrangements have to correspond to the methodological approaches intended to be tried out. Flexibility and openness have to be built into the organizational arrangements.

d) There are certain pre-requisites with regard to the selection of participants. They should share common concerns and should have a reasonable ability to communicate in the language of the workshop.

e) Expectations from resource persons in a flexible and experimental workshop are always high. This becomes even more important where the responsibility for follow-up of the workshop activity has to rest mainly with participating national governments. In such cases, it is of advantage if the administrative heads of national literacy programmes function as resource persons.

f) The role of resource persons should be clearly spelt out and should be fully shared by them. They should function as participants and motivators rather than lecturers and supervisors.

IV. The organizational process

1. Management of the Workshop

Ostensibly, the organizational responsibility for the workshop rested jointly with the IIEP personnel and the representatives of the Government of Socialist Ethiopia.

There was no director nor technical director of the workshop. In its first business session, the workshop elected its office bearers asfollows:

Chairman:
Mr. Gudeta Mamo, Chairman of the National Literacy Campaign, Ethiopia

Vice-Chairman:
Mr. David Macharia, Director of Adult Education, Kenya

Rapporteur:
Ms. Veronica Meena. Regional Adult Education Coordinator, Tanzania

In that session, too, the participants elected a steering committee consisting of all the resource persons and some of the participants.

The Chairman/Vice-Chairman chaired the meetings of the plenary as well as those of the Steering Committee. They, as well as the Rapporteur, were guided by the Steering Committee. The real responsibility for management of the workshop devolved in fact on the Committee.

2. The Steering Committee

As from the evening prior to the opening of the workshop, the Steering Committee met every day in the evening. The only two evenings that it did not meet were during the study visit, when meetings were not feasible.

In its first meeting, the IIEP staff members explained that they had deliberately not prepared the detailed programme of the workshop and that there was complete flexibility on practically all issues. They also expressed the hope that the Steering Committee would take all the necessary decisions regarding the workshop. Secondly, it was made clear that the training workshop was the first step in a longer process through which IIEP envisaged close collaboration with the national governments which had sent participants to the workshop and also with BREDA, a staff member of which participated as a resource person. The work of the Steering Committee was the beginning of this cooperative project. Thirdly, it was mentioned that an experiential and participatory workshop had to rely on the rich experience and shared skills of all the participants. During the comparatively short duration of the training workshop, it would be difficult to entrust all decisions to the entire body of participants - the Steering Committee represented a cross section of participants and, moreover, it could be possible to develop mechanisms for communication with the participants to take decisions which were truly participatory.

The Steering Committee took practically all the important decisions regarding the conduct of the workshop and played a critical role in a number of other ways. This may be illustrated by the following examples:

a) Decisions regarding the day-to-day programme were taken by the Steering Committee, as we shall see in the following sub-section.

b) The Steering Committee undertook a daily monitoring of the progress of the workshop. This was done through the reporting of impressions by each member of the Committe. This monitoring included the following aspects:

- Discussion of physical arrangements for the workshop,including the state of health of the participants.

- A review of the community-living aspect. Any hurdles in sharing of experiences received the attention of the Committee.

- The degree of animation in the group work was another matter of concern and when it was noticed that participants were not really benefitting fully from group work (as was the case at the beginning of the Workshop), problems were diagnosed and remedial steps taken.

- Comments were made as to the usefulness, or otherwise, of presentations made by resource persons and suggestions were made for improvement.

- Problems which arose in project work were discussed as well as the manner in which they could be resolved.

c) The Steering Committee allocated responsibilities to resource persons. These responsibilities were of various kinds including:

- ensuring that the work in groups during field visits and project assignments conformed to a commonly devised pattern;

- division of responsibility to deal with technical subjects in the plenary;

- assignment of ad hoc responsibilities, such as assisting the Rapporteur with her general report, presentation in the plenary of the conclusions arrived at regarding the day-to-day programme, etc.

d) The Steering Committee provided the solution, or at least a partial one, to the problem of securing the contribution of participants in decision-making with regard to the workshop organization. The members of the Committee were in close contact with the participants and had a fair idea of the thinking among them about various issues. Going a step further, the Committee made a deliberate effort to ascertain the views of the participants on certain important matters. In addition to the discussions in plenary, this method of establishing rapport resulted in a marked increase in participatoriness in decision-making.

Constitution of a Steering Committee is often considered as a means of democratization in decision-making and of organizing participatory and flexible training programmes. The experience of the Nazareth workshop fully bears out the usefulness of this approach. We list therefore some of the factors which help in making a Steering Committee effective:

a) The Steering Committee should be clearly a decision-making body, not an advisory one. The absence of a 'technical director' who is supposed to be much more knowledgeable than others, or of an authoritarian chairman who drives the participants and imposes decisions, or of a 'director' who is supposed to direct, proved most beneficial.

b) There should be a demonstrable commitment to democratic and participatory methods. The main characteristic of such a commitment is that the entire process of the workshop is guided by a variety of participatory arrangements from the stage of planning to that of conclusion and follow-up. The Steering Committee is just one of these aspects.

c) The effectiveness of the Steering Committee depends on not bringing to it a blueprint with all the details worked out. A Steering Committee can make decisions only if there are decisions to be taken. On the other hand, if a detailed programme is drawn up in advance, important subjects selected, speakers for these subjects identified, then the effect is to push these activities and to manipulate the participants into accepting them.

d) For a Steering Committee to be effective, its membership should comprise persons with a commitment to the success of the workshop. The work of such a committee is generally burdensome and has to be done every day. Availablity of fulltime resource persons who are also specialists in their area and fit into a team can prove to be an immense asset.

e) The Steering Committee should meet daily as far as possible.

3. Developing the daily programme

Development of the daily programme means: what the participants would do and how they would do it ? This may include a decision not to do anything at certain times on certain days. Since these decisions directly affected the objectives and the methodology of the workshop, a great deal of importance was given to them. Consideration of this subject began with almost the first stages of planning for the workshop and continued practically until the last day of the workshop. This process involved the following five distinct phases:

a) After in-house dicussions at IIEP, a draft outline of the programme was prepared. This was done well before the beginning of the workshop and at IIEP we were fully aware of the tentative nature of the programme.

b) IIEP staff members arrived in Addis a couple of days before the start of the workshop. The daily programme was first discussed with the officials of the Department of Adult Education of the Government of Socialist Ethiopia. The purpose of this meeting was threefold: firstly, in IIEP we were convinced that a programme organized by an international agency should take into account the political, cultural and social elements of the host country. Secondly, the host Government being joint organizers of the workshop, this gave an opportunity to develop common thinking on principal issues. This was important because arrangemetns for such an experiential workshop had to be of a rather different kind. Thirdly, we wanted to benefit from the experience of persons who were providing leadership to the massive literacy campaign of Ethiopia. Moreover, a majority of the participants were going to be from Ethiopia and it seemed important to know, as soon as possible, the way training needs were perceived by the Department of Adult Education.

c) The third phase in programme development related to the involvement of all the participants in it. This was organized in three steps: in the first session of the plenary, the tentative programme schedule was explained to the participants and clarifications were made as required. The participants were then divided into five groups where they discussed the tentative programme. One of the participants was asked by each group to summarize

the points which emerged in the group discussion. The third step consisted of a plenary in which, suggestions for modification were made on behalf of each group.

d) The suggestions made by the participants were considered in detail by the Steering Committee. It accepted most of the suggestions but rejected some of them - on the grounds of conflict with suggestions from other groups, or of the imbalance these suggestions would have created. The programme as finalized by the Steering Committee was explained to the participants and they were informed that, if necessary, changes could also be made at later stages.

e) The programme schedule was reviewed regularly by the Steering Committee on the basis of its monitoring of the progress of the Workshop. Members of the Committee assessed the feelings of the participants and that too influenced decisions regarding the programme. In reality, while major changes were not made at the later stages, a number of adjustments were introduced.

As a result of the above mentioned five-phase process of daily programme development, but mainly as a result of (c) and (d), significant changes in the original schedule were made. Some of these changes were:

a) In the original schedule prepared at IIEP, certain subjects for technical presentations were suggested. After consultation with the participants, the Steering Committee decided that identification of subjects should be made by the participants in the course of the group work.

b) Originally, the work on the case-studies prepared by participants prior to the workshop was to be their central concern during the workshop - they would mainly review the case studies on the basis of sharing experiences, technical inputs, field study, etc. Owing to certain extraneous constraints (the main one being the fact that several participants had not prepared a case study) and on the basis of the same principle of flexibiity and open-endedness, it was decided to give a good deal of option to the participants in their project work.

c) Substantial changes were also made during the workshop as to the distribution of time allocated to group work and plenaries. Moreover, special time was allotted for individual work.

d) It was felt by the participants that the original schedule was too tight and did not allow enough free time for relaxation and informal person to person contact. These adjustments were made during the workshop.

Although important changes were made on some issues, the Steering Committee remained unconvinced on a few other points. Of course, it gave serious consideration before rejecting some of the suggestions made by certain groups. The main points which were not accepted by the Committee were the following:

a) A couple of groups suggested that the country presentations which were to be made by the Directors of Adult Education who attended the workshop, should be discussed in detail in the groups, as was intended for the Ethiopian report. This suggestion was not accepted by the Steering Committee mainly because it did not want to spend a disproportionately long time on country programmes, which were intended only to provide the backdrop for Workshop activities. The Steering Committee also felt that issues regarding country programmes which remained unclear could be dealt with in the context of case-study discussions.

b) Another suggestion of some participants was that a day off be given, or an educational cum sight-seeing excursion organized. While accepting the desirability of such an idea, the Steering Committee felt that there was not enough time for it. It hoped that the participants would be able to relax as a result of variations in activities (plenary, group work, field visits, etc.) and, in any case, some of the evenings were reserved for participation in the cultural activities of the local people.

c) Another proposal which the Steering Commitee would not accept was to change the composition of the groups during the workshop. The Committee felt that, while such changes would help in learning about other experiences, the adjustments involved in changing groups and the time taken in getting them really moving were also important considerations.

4. Mix of plenary, group work, individual study and informal contact

As mentioned earlier, during the preparation for the workshop, a review was made of the methods of organization of a workshop. Adhering to the principles of workshop organization, the number of lectures were kept to a minimum and group activity - in properly formed groups as well as in informal get-togethers - was emphasized. Sufficient time was also provided for work on projects selected by participants.

Deliberate effort had to be made to make optimum use of the various types of activity. Some techniques used in this respect are mentioned below:

Plenary meetings

These served a number of useful purposes. Ths most significant function of the plenary is to give to the workshop an identity and to the participants an opportunity to share common information and views. When the number of participants is large, a plenary can seldom provide an occasion for a thorough discussion. A plenary is most suitable, however, for sharing information, presenting certain general issues, eliciting clarifications and other such activities. As far as lectures were concerned, earlier experience was confirmed here too - namely, it is of great advantage to keep the number of lectures small, their length short and to accompany them with short notes on the subject of the lecture. The lecture could be followed, in the plenary, by some clarifications and elucidations, but detailed discussion should be held over for group work. Participation was also successfully stimulated by suggesting, beforehand, to some participants that they should make a special effort to study and to contribute in a particular session.

Group activity

Two distinct types of group activity took place in the workshop: group work according to the plan of the workshop and informal mixing of participants. From the very beginning the participants understood that the main mode of work would be in groups. Group work began on the first day and took place every day. Some of the methods used for activation of the groups were:

- Their constitution in such a manner that they were representative of various countries, professional backgrounds, etc.

- The fact that the initiative for internal management of the groups was left entirely to them; they elected their chairman and rapporteur, and drew up their own programmes.

- The expectation that groups would prepare reports which would be presented and discussed in the plenary.

- The efforts made by the chairmen of the groups and resource persons to secure active participation of all members.

- The presence of good resource persons who only spoke when necessary.

Informal group contact was also an important part of workshop organization. The fact that this was a residential course with all participants and resource persons staying at the same place helped very much. It was indeed most exhilerating to see how persons from different countries, engaged in diverse programmes, with varying levels of command over the common language, came together for a common pursuit.

Individual work

It was hoped that all the phases of the workshop would be organized either in the plenary or in groups. The Steering Committee took the decision to organize project work at the individual level, with the advice of resource persons. In situations where adequate numbers of resource persons are available and an atmosphere of serious application can be created, individual work can be an extremely useful method of learning and reflection. As optimum use could not be be made of this method in the Nazareth workshop, we would suggest, on the basis of our experience, that in planning of individual work:

- it should be ensured that participants know as soon as possible about the project work they would be expected to do;

- adequate time should be allowed for the output of individual work so as to be satisfactory to both the participants and organizers; and

- efforts should be made to have available some reference books and reading material.

a) It is not easy to organize a workshop particularly one which is participatory and experiential. The implications of these terms should be reflected upon and properly understood. Flexibility, participant-orientation and situation-specificity are some of the implications.

b) Group work should start from the very first day and the composition of groups should be such that in each group a maximum of heterogeneity in terms of background and experience is achieved.

c) A Steering Committee which includes participants as well as resource persons seems to be an excellent mechanism for organizing flexibility and democratic management of the workshop.

d) Certain pre-conditions for effectiveness of the Steering Committee should be fulfilled. The most important pre-condition is an explicit decision to leave the management of the workshop to it. Other pre-conditions include:

- absence of a 'director' who directs or a chairman who drives;
- not preparing in advance the details of the programme and other details;
- a commitment among its members to the success of the workshop and a willingness to work very hard towards this;
- regular meetings

e) Flexibility and participatoriness should be reflected in fixing the daily programme. The daily programme should be regularly reviewed and changes made in it as necessary.

f) Insistence on rigourous use of time seems in order. At the same time provision should be made for relaxation, informal person to person contact.

g) Rational and planned allocation of time should be made in the plenary, group activities (formal work and informal get-togethers) and individual study. Necessary measures should be taken to animate and effectualize these forms of activity.

V : Treatment of Issues - from Global to Local

1. Understanding literacy and development

The inaugural address by Comrade Goshu Wolde, Minister of Education in the Government of Socialist Ethiopia, spelt out the perspectives of literacy and development. He said:

> The movement towards a rapid improvement of human conditions require the full participation of the broad masses in all the processes of development. Development is not only for people; it is also by people...

Referring to the creation of a literate society as the ultimate aim of all literacy campaigns, the Education Minister stated:

> This means far more than the universal distribution of new skills. It means the transformation of a society which functions through oral communication, and is dependent for survival on the memory of individuals, into a society which communicates through the written as well as the spoken word, which develops a common and accumulating memory through publication, and which becomes a more exact society through the use of the skills of numeracy.

Emphasizing the importance of planning and implementation of literacy work, Comrade Wolde referred to it as 'the process of translating ideas and ideals into action.'

After the inauguration of the Workshop, a detailed presentation was made on literacy and development, placing emphasis on the inter-relationship between the two. It was pointed out that the concept of literacy had developed over the last few decades and should be understood as a tool for the development of the individual's potentialities and of the community itself. Apart from the 3 Rs, there is emphasis now on functionality and on the awareness among the learners about their predicament and about the development perspective. While it is true that literacy is just one aspect of development, it is nonetheless an indispensable one.

2. Country Programmes

The second day of the Workshop was devoted to an understanding of the programmes of the countries from which the participants had come. The overview of the various general issues had made it clear that the approach to literacy and development differed from country to country. In any case, the sharing of experiences among the participants, the appreciation of different case-studies, and the identification of specific issues which deserved thorough treatment required that all participants understood the salient features of the national literacy programmes of the countries represented in the workshop.

Given that with the workshop taking place in Ethiopia, half of the participants were Ethiopians, and it was in Ethiopia that the field visits were organized, special attention was given to a study of the Ethiopian programme. After a brief presentation, the country's programme was discussed in groups. Further discussion of the Ethiopian programme and of the remaining three national programmes took place in the context of the discussion on participants' case studies.

In order to make this report more complete, we give below very brief summaries of the national case-studies and the main points emphasized in them.

The National Literacy Campaign in Ethiopia:-

The literacy campaign in Ethiopia was launched in July 1979. The objective of the campaign is to impart skills of reading, writing and arithmetic to the illiterate population between the ages of 8 and 49 years to enable them to participate in developmental activites as well as to lay the foundation for continuing education. A National Literacy Campaign Co-ordinating Committee has been set up which has very strong backing from the government and popular organizations and has branch units extended down to the urban dwellers' and peasants' associations. More than 50% of the financial contribution comes from the public and more than 19,000,000 primers and follow-up books have been produced and distributed in ten nationality languages.

As a result of the campaign, illiteracy has been reduced from 93% to 65%. Efforts are being made to eradicate illiteracy in the urban areas by 1982 and in the entire country by 1987. The campaign aims simultaneously to universalize primary education in the first grade by the same year.

Special attention is being given to post-literacy and continuing education. The slogan given by the leadership is: 'Every Ethiopian shall be literate, and shall remain literate.' Reading rooms and post literacy classes for literacy graduates have been started throughout the country.

The National Literacy Campaign in Tanzania:-

The literacy campaign in Tanzania was launched in September 1971, as the natural culmination of the country's ideology of socialism and self-reliance. In 1970, there were 5,860,437 illiterate adults. Literacy learning has been graded into four levels and only those who pass the Grade IV level test are considered as having become literate. Three national literacy tests were conducted in 1975, 1977 and in 1981. (At the time of the workshop, the results of the last tests were not yet available). The results of the 1977 tests showed however that illiteracy had been reduced from 69% in 1967 to 27%.

In Tanzania literacy is conceived and developed in a continuum. The four stages of literacy are followed by three stages of post-literacy. Co-ordination is done through adult education committees which range from the national to regional, district, division, ward and class committees. There are Regional, District, Divisional and Ward Adult Education Officers, to supervise adult education activities. The writing of materials is done by the writers' workshops. The training of literacy teachers is done by trainers' teams which have been established at each administrative level. To avoid relapse into illiteracy a literate environment is deliberately being created particularly in rural areas through the establishment of rural newspapers, rural libraries, radio discussion groups, evening classes, correspondence courses, film education, national campaigns and folk development colleges. The government spends more than 10% of the educational budget every year on adult education.

The National Literacy Programme of Kenya:-

Following the Presidential directive of 12 December, 1978 that illiteracy be eradicated in Kenya within 5 years, a fully fledged department of adult education

was established. The target population is 5 million illiterate adults of 15 years and above. An administrative structure has been set up going from the central level to the villages, people mobilized for the campaign and learning materials produced in 17 local languages through localized writers' workshops.

A post-literacy curriculum which incorporates the study of Kenya's political economic and cultural environment, family life and health education, as well as intensive study of Kiswahili as the national language has been designed. Reading materials in these subjects, among others, are in preparation.

The Literacy Programme in Sudan:-

The Ministry of Education is responsible for literacy programmes on the technical side, whereas the local councils are responsible for other aspects such as finance and resources. A new chapter in Adult Education started after the 25 May, 1969 Revolution when the President of the Republic signed the Literacy Act of 24 February 1972. This Act directed the formation of the Literacy National Council which included all government departments and other popular organizations involved in the implementation of adult education. The Six Year Plan stipulates that illiteracy should be reduced from 80% to 30% by 1983. However, serious difficulties are being encountered in implementing the programme mainly because of financial constraints.

The Proposed Literacy Campaign in Zimbabwe:-

At the time of the workshop, Zimbabwe was preparing to launch a literacy campaign in April 1982. Plans were underway to recruit staff and mobilize financial and human resources. It is expected that the campaign will be spread over a period of three years to cover 2 million illiterate adults using English, Ndebele and Shona languages.

3. Examination of Case-studies and Identification of General Issues

The third day was spent in working groups, examining the case-studies prepared in advance by some of the participants. There were four case-studies each from Ethiopia, Kenya and Tanzania. They related to planning and administration at different levels and aspects of literacy programmes at the local level. Discussion on the case-studies served the following functions:

a) Analysis in concrete terms of the national programmes - particularly with reference to local-level administrative structures and types of agencies involved.

b) A critical review of the problems faced in local-level administration and an understanding of the ways in which these problems are tackled in different countries.

c) Review of the quality of the case-studies - mainly in terms of their usefulness as training materials. Several important suggestions were made during group work and the authors began planning improvements, from the outset.

d) Identification of general issues which called for a more thorough treatment.

Some general issues had, of course, already been identified at the planning stage itself. However, the Steering Committee decided that the issues should be

identified by the participants themselves. On the third day, the working groups had the opportunity for identification of the issues. Naturally, in addition to the inferences made from the case-studies, the participants had in mind their own work experience as well as the problems thrown up by the country reports.

When the issues were reported on behalf of the four groups, practically every aspect of planning and administration came up. As they were too numerous, an attempt was made by the Steering Committee to group the identified issues into common and manageable subject areas. As a result, six important subject areas emerged.

The Steering Committee asked six resource persons to make a presentation on one subject each. The resource persons were asked:

a) to keep the presentation brief, not more than half an hour in each case;

b) to keep in mind the various subjects which had been included in their subject area; and

c) to provide a brief write-up with the presentation.

Very brief summaries of each of the presentations are given below to provide an insight to the entire process of the Workshop.

4. Brief Description of the General Issues

(i) Functionality, literacy and development:

It was pointed out that carrying out a literacy campaign, momentous and important though this is, is comparatively easier than achieving overall socio-economic development in a country. The objective of introducing a strong element of functionality to literacy programmes can be attained in five different ways:

a) Enriching the informal learning environment.

b) Developing local institutional capability in an integrated fashion, as has been done in Ethiopia through Kebeles and Peasant Associations for literacy.

c) Involving the different administrative apparatus in literacy and development.

d) Providing suitable materials for the promotion of functionality and development through literacy.

e) Creation of a national infrastructure to support local-level efforts.

(ii) Mobilization and Participation:

The act of mobilization is as old as history itself. In the past, mobilization has often been resorted to for destructive purposes. But constructive mobilization, which is what is needed for success of literacy programmes, takes place by educating and orienting the masses in the objectives of planned action. Such mobilization requires proper organizational structure and political as well as administrative and technical leadership, endowed with dynamism and clear vision. In mobilization intended for development, popular participation must be considered a precondition of success. The planning of a national literacy programme and its implementation should give the greatest attention to securing the active and

purposeful participation of all sections of society, particularly the instructors and learners.

(iii) Planning of post literacy programmes:

Literacy and post-literacy programmes should aim at the consolidation of skills acquired during the phase of literacy, the continuation of educational efforts and the application of the skills acquired towards the betterment of the personal life of the learners, the family and the community at large. It would also be desirable to provide a variety of learning opportunities, such as printed material through libraries and reading rooms, radio and T.V. progammes, systematic skill training and functional education arrangements, part-time and self-study opportunities through correspondence or evening classes, etc. These aspects should be kept in view when planning post-literacy programmes, and such planning should take place along with the planning of the literacy phase.

(iv) Evaluation:

It was pointed out that evaluation which is intended to help decision-makers at various levels to improve performance, should be considered to be an integral part of the organization of a literacy campaign. Analyzed from this angle, four types of evaluation can be distinguished: Context evaluation, as related to the definition of objectives; input evaluation, as related to planning and programming; process evaluation, as related to implementation; and product evaluation, as related to the summative assessment of the output of a given programme. It was also stressed that systematic evaluation can be successful only if it can rely on a suitable data base, which should include numerical data, such as enrolments, as well as qualitative data, such as reports of supervision.

(v) Training of literacy instructors:

The profile of the instructor must be established first, given the psychological factors, needs and experiences of the target population, etc. There are, generally, three types of instructors: those belonging to the same socio-occupational milieu as the learners, those outside this socio-occupational milieu, and formal school teachers. The study of the milieu, and the needs and experiences of the target population will establish the content of the training programme. The methods, i.e. the means adopted to transfer the content, etc., are numerous: demonstration, role play, case study, group discussion, counselling, lecture, etc. There are also means of establishing communication which are oral, visual and written. Training of literacy instructors must be short and recurrent, providing sufficient field practice on the methods of teaching adults. Participatory evaluation should form part of all training programmes and it should seek to determine the efficiency of the training in terms of content, method and appropriate use of training materials.

(vi) Cost and financing of literacy programmes at the local level:

There is need for an understanding of the financial aspects of a literacy programme at all levels. This might consist in considering financial resources according to the different sources and the various categories of programme costs. At the local level, special attention should be given to contributions from the community and from beneficiaries of the programme. These can be used as indicators of the community's participation and commitment. As for costs, it is of importance to be able to identify and categorize various forms of costs. More specifically, concepts such as opportunity costs and implicit costs should be clearly

understood at the local level where the use of volunteers and resources in kind are very common. Any study of costs and financing should be undertaken with reference to the objectives set for the programme. Hence, the need to grasp the notion of unit cost which must be applied to make comparisons between different levels, sectors or time periods. Only from these comparisons can we derive principles which would allow us to discern the most advantageous costs, since one of the goals of developing countries should be to get the most from their limited resources.

a) It is essential to clarify certain basic concepts before beginning with the brass-tacks of a workshop. The approach should, however, be flexible and open, and too much time need not be spent on arriving at acceptable definitions.

b) Effort should be made to start this process with the inauguration of the workshop itself.

c) It is also important to be clear about the national/sub-national/local level programmes which are the back-drop to which local-level personnel have to function.

d) Identification beforehand of general issues which require technical treatment may often prove futile. Although these may be indicated to the participants beforehand on the agenda, rigid adherence to these issues needs to be avoided. Even when workshops are repeated for an identical clientele, identification of general issues should be left to them - that itself is an important input in training.

e) Participants' views regarding relevant issues are generally more realistic than those of the organizers. Therefore, reliance should be placed on their views. There may be some aspects which the participants may overlook because traditionally they did not conceive them as part of their role (e.g. planning, costs, etc.). In such cases, the issues should be introduced after their relevance has been discussed by the participants.

f) To facilitate coverage of the issues, resource persons should make advance preparations to deal with broad areas. It may also be useful to have reference books, charts, tables, graphs, etc. handy. But there should be no attempt to impose them on the participants just because they are available.

g) Presentations by resource persons should be succinct, simple and direct. It would be useful if brief notes on the topic could be distributed to the participants. It is essential that participants have time to clarify their doubts and to exchange views - preferably in small groups.

VI : Study Visits in the field

1. The purpose behind Study Visits

The field operational aspect was given a good deal of importance at the planning stage itself. The 'Announcement' of the Workshop, through which the proposed activity was brought to the notice of all concerned, had said:

> The participants, as well as the resource persons, divided into suitable small groups, would be placed in the field situation for observation, interviews and work, thereby facilitating rediscovery and assimilation of principles and techniques. Since practically all the participants would be persons engaged in supervision, the field operational technique may enable them to develop capability to view field situations with a sharper focus and better insight.

In the course of the Workshop, as a result of discussions in the Steering Committee and with the participants, the aims of study visits became further crystallized, as follows:

a) To relate the past experiences of the participants, as well as the learning which took place during the Workshop, with an actual field situation, thus providing them practice in synthesizing their past experiences and comprehension of technical issues with a given field situation.

b) To develop methods of observation of the field situation,and to utilize these as a technique for improved supervision.

c) To familiarize the participants with the epoch-making literacy programme of Ethiopia and derive benefit from it for their own programmes.

2. Nature of study visits

The conventional form of observational visits do not contribute very much to training programmes. Such visits are organized in large groups, people moving from situation to situation, seldom going in-depth in communication or in understanding. Some of the measures taken to avoid this were:

a) Provision of adequate time. 3 full days were set apart for this activity and effort was made to make intensive use of time.

b) Advance preparation. Not only were subjects and locations of study sytematically planned, but a planning session was devoted to an understanding regarding

- types of activities to be studied;
- categories of persons likely to be encountered;
- sensitivities and susceptibilities of individuals and groups with whom the participants were to come in contact; and
- the administrative structures and the functions different units were supposed to perform;

c) Group effectiveness. The visits were in reasonably small groups with a couple of resource persons per group. Moreover, in each group there were persons capable of competently translating the local language into English.

d) Systematic record keeping. For this purpose, a list of the most important checking points had been prepared by the Steering Committee in consultation with participants. Each participant was expected to make his/her own record of observations. This was intended to serve as aide-memoire in group work on study visits and also to provide practice for future supervisory visits in the course of their work.

e) Informality of conduct. While there was some formal business, the groups were encouraged to establish informal communication with the people they met - learners, instructors, organizers, administrators, etc.

f) Careful selection of activities. Selection of activities to be studied was made on the basis of their bearing on the work of the participants. These included:

- District Administration;
- Municipal Administration;
- Urban Dwellers' Associations;
- Peasants' Associations;
- Literacy and Post-literacy centres;
- Community Skill Training Centres.

3. Group discussions and reporting.

Effective use of field study as a training technique depends not only on systematic organization of field visits, but also on creating situations for articulation and for sharing of observations among participants. With this in view, provision was made in the programme for group discussion, report-writing and inter-group sharing of observations. This was organized as follows:

a) Group discussions on the study visits took place each day. The emphasis in group discussion was on

- articulation of observations made by participants with the help of their observational notes;
- analysis of strengths and weaknesses of the activities observed;
- correlation of the activities observed with the experience and work of the participants; and
- points to be specially observed in the next study visit on the same or the following day.

b) Each group prepared an analytical report of the field study giving

- the method adopted by the group in studying various activities - e.g. further dividing the group so as to be able to discuss with field organizers; systematic interview of learners, etc.;

- description of the activities studied;

- broad conclusions regarding the strengths and weaknesses of the activities observed; and

- the usefulness, or otherwise, of the field study as a training technique.

c) The report of the group was discussed by the members of the group and, where necessary, groups were encouraged to reflect differences of opinion in the report.

d) Presentation of the reports in the plenary and brief discussions on them. There was considerable variety in the styles of report preparation and even in conclusions. Unfortunately, there was not enough time to discuss the reports in detail, but there was time for mutual checking of references and completion of missed points.

4. Some conclusions on the Ethiopian Campaign as they emerged from the field study

Obviously, generalizations for the whole country are not possible on the basis of the field study carried out by the participants of the Nazareth Workshop. However, some important conclusions may be stated here.

Involvement and mobilization

The participants were highly impressed by the high degree of involvement in the literacy campaign of government administrators, popular local organizations and participants. Great enthusiasm was shown by the learners; mothers learning with their children and husbands with their wives. Government members, students and teachers walked several miles to reach the literacy centres. The learners have constructed shelters for literacy classes as well as child-care centres. From what was seen, heard and learnt, there is effective mobilization of both people and resources for the literacy campaign. This was seen in the composition of committees which have representatives from all important sectors, the size and composition of classes and the voluntary contributions, which in Adone district (Adama) amounted to Birr 20,000 in 1980-81, with a pledge to collect Birr 185,000 by the end of the year 1981-82.

Issues of functionality

There are functional literacy primers in use and literacy teaching is linked to political, social and cultural knowledge. The classes observed and the persons interviewed revealed that the teaching of the alphabet was meaningful and relevant to the daily life of Ethiopians. Programmes cover subjects such as health, agriculture, afforestation, modern housing, and the instructors collaborate with the extension officers from various government ministries when teaching these programmes. Local materials are used in preparing visual aids. However, the participants felt that while the content of political and cultural education was strong, there was considerable scope for improving the productive aspects of functional education.

Post-literacy

At all levels, literacy teachers appear to be conscious about the fate of the new literates. The participants who do not pass the literacy tests are placed in remedial classes to ensure that they make the grade. Those who pass the test are enrolled in the post-literacy centres which cater for the new literates. Practically every literacy centre has a post-literacy unit along with a small library. Although some literature for continuing education was seen in post-literacy centres, there is an obvious dearth of such materials - particularly of interesting journals and books for new literates.

Impact

The participants observed that in Ethiopia, literacy has been integrated with the formal system of education and successful learners can join grade III of the elementary school. It was stated that, in the urban centres, literacy graduates are offered employment and higher salaries. The literacy graduates, interviewed on the impact of literacy on their personal lives, stated that literacy brought light to them, that they were now in a position to read and write their own letters, thus avoiding having to share secrets with others. There also seems to be an awareness in the families of new literates of the importance of clean water, proper feeding habits, better farming methods and hospitals. There also appears to be political awareness and positive change of attitudes of learners towards communal work and modern life as a whole. Although all the participants were impressed by the change in attitudes of the learners and their understanding of what is necessary for improving living conditions, some participants who attempted to enquire about the actual impact on the living conditions came to the conclusion that the impact was not quite visible.

Some general principles

a) Field study should be an indispensable element in the training of local level personnel.

b) The principal purpose behind field study - namely establishing correlation between past experience, exposure to theoretical propositions and practical situations - should be clearly understood. This understanding should be the basis for programming field study visits

c) Field study should be organized in comparatively small groups, the subjects of study should be relevant to the work of the participants and to the objectives of training programme, and adequate time should be allowed for visits and follow-up activities.

d) Adequate preparations for field study should be made in advance. Although this may introduce a certain amount of superficiality and well-rehearsed role-play, the observers should be able to discuss the reality of the situation.

e) Systematic record-keeping, report preparation, articulation and discussions are essential for the success of field visits as a training technique. These will be effective only if special attention is paid to them.

f) The tenor of observations and the conduct of observers should be informal; they should help communication with field workers and learners, and should never be fault-finding in nature. Practice of this kind of behaviour could be helpful to the trainees in performing their role as supervisors in a real-life situation.

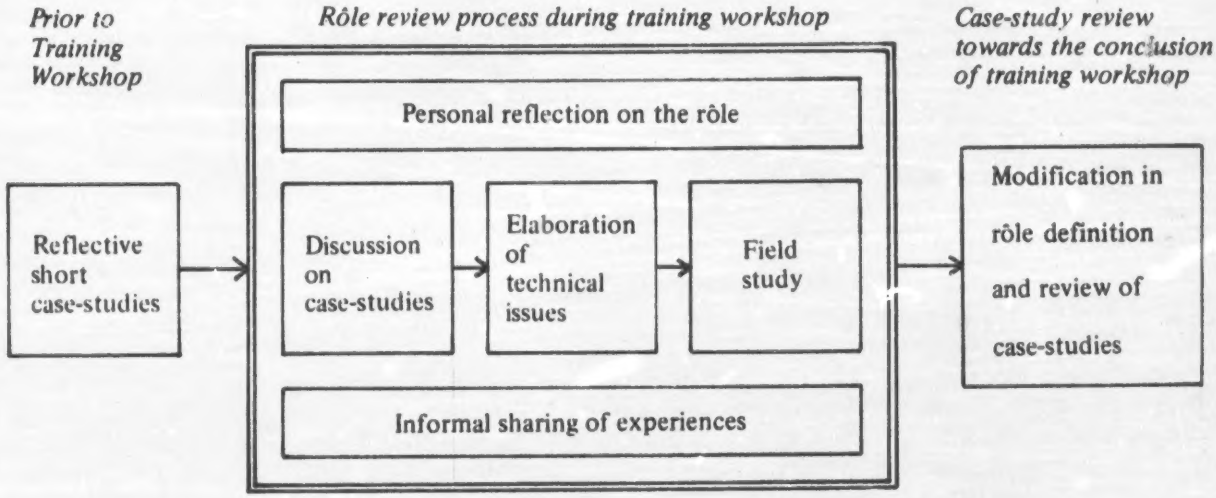
VII : Local Level Case-studies and Project Work

1. Case-study as training technique

From the beginning, a critical place in the workshop methodology was given to a process whereby the participants, well before the commencement of the workshop reflected upon their role and functions, with reference to the objectives of their national programmes, and wrote about them in the form of simple case-studies. During the workshop the participants were expected to have their case-studies at the back of their minds and return to them towards the conclusion of the workshop to review them in the light of the learning resulting from field study, from the elaboration of technical issues, and from sharing of experiences. This process of reflection and synthetisation, it was hoped, could enable the participants to better realize their own potentialities and equip them to deal with their work situations with a clearer vision and improved skills.

The process described above could also be explained in a diagram.

Diagram: The process describing use of case-study methods as a training technique


Prior to Training Workshop
Rôle review process during training workshop
Case-study review towards the conclusion of training workshop
Personal reflection on the rôle
Reflective short case-studies
Discussion on case-studies
Elaboration of technical issues
Field study
Modification in rôle definition and review of case-studies
Informal sharing of experiences

2. Application of the case-study technique

As soon as the participants of a participating country had been identified they were asked to prepare a reflective case-study describing their role as they saw it. Brief guidelines were given for this purpose. While some of the participants were identified several weeks in advance, the names of some were not known to IIEP until the commencement of the workshop. This was an initial difficulty in using this technique. Moreover, there was no literacy campaign in Zimbabwe, and hence the two participants from that country had to be exempted from the requirement of preparation of a case-study.

On the assumption that most persons who would write case-studies would be doing so for the first time, and also because administrative personnel, generally speaking, tend to think of case-studies as a complicated research activity, the National Directors of Adult Education were requested to explain the matter, assist in work and otherwise encourage the participants to write case-studies.

In the event, case-studies were prepared by each of the four participants from Kenya and Tanzania, by four out of sixteen participants from Ethiopia, and by none of the participants from Zimbabwe and the Sudan. The case-studies from Kenya and Ethiopia were revised with the assistance of the national Directors of Adult Education; those from Tanzania were deliberately left as drafted by the participants. The difficulties faced in getting case-studies included the following:

a) Timely selection of participants was not always made.

b) Hesitance due to lack of practice and association of case-studies with research.

c) Lack of confidence in expression in the language in which case-studies were to be written.

d) Administrative preoccupation allowed little time for writing of case-studies.

e) Lack of seriousness towards training.

3. Widening the scope of project work.

At the commencement of the workshop, the Steering Committee examined the manner in which the participants could be engaged in project work relating to a review of case-studies. It was considered feasible to constitute small groups of 2-3 participants and one resource person, to work on each of the 12 case-studies available. It was felt that even if about two-thirds of the participants would not review their own case-studies, they should be able to identify themselves with others' case-studies and by participating in the review they should be able to understand the process involved in this technique.

However, when we carefully read the case-studies we came to the conclusion that eight out of them (from Ethiopia and Kenya) had to be so thoroughly revised and edited that it would not have been worthwhile for a group of 2-3 persons to work on them. Moreover, discussions with the participants showed that they would find it difficult to identify themselves with others' case-studies and that they would prefer to do some project work of their own. In the Steering Committee, opinion veered in favour of each participant undertaking her/his project work, rather than sharing the work with others.

Therefore, the Steering Committee organized systematic consultations with the participants. The matter was also discussed in the plenary and it was decided that each participant should do independent project work and that the participants should have the option to work on one of the following alternatives:

a) Reviewing and rewriting the case-study prepared earlier.

b) Preparing an outline of a new case-study based on the past experience.

c) Elaborating, with reference to the field situation, one of the issues which had been considered in detail in the Workshop.

d) Preparing the design of a simple action-research project for pursuing it in the future.

The distribution of participants vis-a-vis the option for project work was as follows:

- Review of case studies: 12
- Preparation of new case studies: 15
- Elaboration of technical issues: 4
- Preparation of action research project: 2

The total comes to more than the number of participants because three of them who were to review the case-studies prepared prior to commencement of the workshop also wanted either to prepare an action research project or elaborate a technical issue.

4. Organizing project work

A question can be raised: what benefit was envisaged in the revised scheme of project work? In the case of the 12 participants who reviewed their case-studies, the expectation was the same as originally envisaged. Even in the case of others, it was hoped that the purpose would remain essentially unchanged, for they would have the opportunity to correlate their personal experience with their gains from field study and their understanding of theoretical issues.

The participants were informed that although the expectations from project work were high, the time available for it was only one day. Therefore, they were told, more hard work would have to be put in, and it would have to be done in a very systematic manner. Work was organized for different categories of option-holders in the following manner:

a) Those reviewing case-studies were divided into two groups, with three resource persons each. In a brief meeting in the morning, a programme was drawn up for individual consultations with resource persons, at a fixed moment during the day. elaborated.

b) Those preparing new case-studies on their own work were divided into three groups, with two resource persons each. The groups held thorough discussions in the morning and decided to write just an outline (of 7-9 pages) which they would elaborate in due course. Arrangements for systematic consultation with resource persons were also worked out for the rest of the day.

c) Each of the persons elaborating technical issues and preparing action-research projects was assigned to a resource person, with whom he/she worked very closely. In practically all these cases, it was only possible to prepare an outline.

Although only one day was available for project work, participants worked hard and enthusiastically. Each of the participants wrote a paper, or a detailed outline. The phase of project work was concluded with a plenary discussion. Several participants explained the manner in which this exercise helped them to systematize the learning that took place in the workshop and to relate it to their practical circumstances. The participants were of the view that this would better equip them to deal with the challenges and opportunities in their work situations. It was felt by them, as well as by the resource persons, that the time available was insufficient, that it would have been helpful if the subjects for project work had been identified at the beginning of the workshop, and if some reference material had been available.

5. Tentative conclusions regarding this training technique

It was remarkable that every participant applied himself/herself with interest and seriousness on the project task and produced documents of varying sizes and competence. This was the first time that most of the participants had undertaken such an exercise, but once they got involved in it, they worked hard and in a motivated manner.

Practically none of the documents prepared by the participants were of finished quality; a good deal of work would still have to be done on them, but initial drafts were prepared of materials which could have the following important uses:

a) They could provide a basis for on-going work by participants and fordeveloping similar papers as a part of their professional development.

b) Some of these papers may eventually become useful training material - at the international level (e.g. in IIEP's training programmes, or in BREDA's) as well as at the national and even local levels.

c) Some areas have emerged for collaborative action/applied research between IIEP and organizations of the participating countries, as well as between research organizations of those countries and the Directors of Adult Education.

The above observations already point to some conclusions regarding the validity of this technique for the training of local level administrative personnel in national literacy programmes. A couple of qualifying remarks must first be made. This workshop provided the opportunity to test the method of 'role review' only in respect of 12 participants. Secondly, since much more importance was given to developing a participatory training methodology than to testing a given training technique, there was not enough planning the try-out of this technique. Nonetheless, it can be said that this method (or technique) is effective insofar as:

a) it does enable the participants to understand better the correlation between theoretical knowledge and practical situations;

b) it sharpens the self-image of participants, i.e. a clearer appreciation of their role;

c) it provides an opportunity to undertake systematic written work, which may lead to continuing exercises of this nature for diversified objectives; and

d) it may have continuity effect, i.e. if some further motivation is provided, the participants may continue study and writing work and thereby give to the training programme a long-term dimension.

a) The case-study and role review technique seems a valid method for training of local-level personnel. The salient feature of this technique is the preparation by each participant, well in advance of the training programme, of an analytical case-study on his role and functions, and review of that case-study through reflection and systematization of learning during the training programme.

b) The success of this technique depends on

- each participant preparing a case-study;
- leaving responsibility for preparation of case-study on the participant;
- organization of a substantial learning experience in the workshop which may help in review of the case-study; and
- provision of adequate time and counselling for reflection and review of the case-studies.

c) For certain reasons (not having enough time, difficulty of expression, etc.) some participants may not be able to prepare case-studies in advance. They should be provided appropriate opportunities for project work corresponding, to the extent possible, to the objectives of case-study work.

d) It should be possible to engender among the participants a sense of pride in case-study work and to beat this on a starting point for applied/action research by them. This could also become a means of continuing education of the participants.

VIII. Workshop Evaluation and Follow-up

There was awareness of the importance of evaluation of the workshop from the stage of planning itself. It was envisaged that the nature and programme of the workshop would be determined through informal consultations in the Steering Committee and that a more systematic evaluation with the help of the participants would be undertaken towards the end of the workshop.

1. Day-to-day monitoring

In addition to the summative evaluation undertaken at the end of the training programme, concurrent evaluation, in the form of day-to-day monitoring, was undertaken through the Steering Committee. Corrective steps were taken as a result of this daily review of the programme, as has been described in Chapter IV. Day-to-day monitoring was concerned mainly with the following aspects of the workshop organization:

a) Review of the programme - As mentioned in Chapter IV the details of the programme were drawn up at the beginning of the workshop in consultation with participants, and the programme was subjected to regular review, resulting in several changes.

b) Extent of participation of the trainees - The Steering Committee had noted that on the first day, and to some extent on the second day also, the participation of the trainees was inadequate mainly because of the novelty of training methods and the time people from different backgrounds took to begin communicating. The Committee took a number of steps to improve participation, with satisfactory results. These included advising resource persons to take deliberate steps to involve 'silent participants' and to suggest to the more vociferous ones to let others speak up.

c) Role of resource persons - Since the responsibility for the organization and for providing technical inputs was fully shared by all the resource persons, it was important to ensure that they make an optimal contribution to the objectives of the workshop. The Steering Committee developed its own technique of appraisal of the role of resource persons and introduced necessary improvements.

d) Physical arrangements - Arrangements for living and working have an enormous influence on the success of a training programme. Although there are limits to what the host organisers can do, the day to day review combined with the keeness of the organizer to accommodate every need, went a long way to making the programme a success.

2. Formal evaluation with the help of an instrument

During the last day, all participants and observers received a short evaluation form, which was filled out by 35 of them. The results of this evaluation exercise is given in the appendix. Several of the more striking elements may be underlined here.

a) Everyone was of the opinion that the two major objectives of the workshop, namely to give participants a better understanding of their role as local-

level administrators and to develop alternative methods of training local-level personnel engaged in national literacy programmes, had been well achieved (question 1).

b) The evaluation of the working methods reflected a high level of appreciation for the work of the Steering Committee (question 2).

c) As far as the mixing of different types of activities was concerned, the highest level of appreciation of usefulness went to group work and field visits. That the usefulness of plenary discussions and individual work was rated less positively (question 3a) has to be related to the fact that, because of the training method used, those two types of activities had been seriously limited in time so that a fair proportion of the participants were of the opinion that not enough time had been devoted to them (question 3b). This in turn may explain why the vast majority of participants thought that the total duration of the programme was not long enough (question 4).

d) The finding that nearly two thirds of the participants felt that the background information received before coming to the workshop had not been sufficient to give them a clear idea about the objectives and the content of the programme stems from the fact that, while efforts were made to have the necessary information sent in advance, in fact it did not reach many of the participants on time (question 5).

3. Appraisal of the Workshop in the plenary

Towards the end of the workshop, one session was set apart for informal appraisal of the different aspects of the programme. Although the time provided was not ample and there was a tendency to pay compliments to the organisers (as generally happens at the end of international meetings), some very interesting points emerged. They included:

a) Great appreciation of the Ethiopian programme, which had provided an excellent learning environment. It was mentioned by some participants that training programmes should be organized away from the bustle of big cities, and near a place where an interesting field programme was taking place.

b) The workshop provided an opportunity for international understanding - not only because of the warm hospitality of the hosts and the opportunity for socialization with the local community, but particularly because of the residential character of the programme. The conclusion was drawn that international programmes have a markedly better chance of success if they are fully residential.

c) Some of the participants felt that the programme was too tight and they tended to feel tired. Others said that although no holidays were given and the programme was very full, organizational variations - such as group work, plenary,
field visits, etc. - provided the needed relief. The general consensus was that a day's holiday per week should be provided in such intensive training programmes.

d) There was a great deal of appreciation of the participatory character of the programme and the participants were fully conscious of the experimental approaches introduced in the workshop. There was almost complete unanimity among the participants, observers, and resource persons that they had gained enormously from the workshop and that its objectives were adequately achieved.

e) A number of participants observed that the methodology employed in the Nazareth workshop was valid for training of local-level administrative personnel within the formal education system.

4. Follow-up

The scope of follow-up of the Nazareth workshop was discussed in some detail on the concluding day. Practically all the participants and resource persons evinced keen interest in this aspect. Their feeling was that the workshop should not be considered as a one-time activity, but as a beginning of a variety of programmes organized at the national as well as international levels to improve training systems for local-level personnel.

The type of follow-up activities envisaged by the participants can be broadly categorized into the following:

a) Refinement of methodological approach - It was clear to all participants, observers and resource persons that innovative approaches had been developed in the Nazareth workshop, and that these approaches could make a qualitative difference to the training systems meant for local-level personnel. The participants, and more particularly the resource persons, however, were also of the view that these new methodological approaches should be tried out at national levels before they can be established as valid. Therefore, two further steps were considered essential: one, the organization of national workshops using the Nazareth techniques and preparation of reports thereon describing the manner in which those techniques were tried out, and the experiences gained. The second essential step would be another regional workshop, in which the participants could review experiences of national workshops with a view to refining and defining the methodology. It should be possible, thereafter, to suitably disseminate it.

b) Undertaking of supportive research - The importance of research support for training programmes was appreciated by the participants. It seemed necessary that research is undertaken to elucidate the critical aspects of planning and administration of literacy programmes (e.g. linkage with development, mobilization, relevance, post-literacy, etc.) as well as to study and diagnose the place of local-level administrative structures in national literacy programmes. Besides, the participants were keen to pursue their own action research as a continuation of the project work, in co-operation with suitable academic institutions or national directorates. They felt that this kind of decentralized participatory research could become a means of functional improvement and continuing education.

c) Publications - With a view to crystallizing the outcomes of the workshop and to ensuring adequate dissemination and follow-up, it was suggested that the following publications be produced:

- A methodological report of the Nazareth Workshop.
- Reports on national workshops.
- A compendium of national case-studies on local level administrative structures and case-studies of a few selected local-level activities.
- Short individual case-studies.

- If possible, a bulletin to establish an information network for local-level administrative personnel.

5. Action to be taken by National Directorates, BREDA, and IIEP with regard to follow-up

To a considerable extent the responsibility for follow-up of the workshop is to rest with the participants themselves. It is they who have to give evidence, in the field, of the learning and vision developed in the workshop. Since, however, the Nazareth workshop was more than just a training programme for selected local-level administrative personnel, the responsibility to provide leadership and technical support for follow-up takes on special importance. In this regard the following recommendatons were made:

a) National directorates of Literacy Programmes

- To support the participants of the workshop in their work on the basis of the learning that took place in the workshop.
- To organize national workshops to test the Nazareth techniques and to have descriptive and analytical reports prepared in respect of them.
- To organize systematic research on literacy issues and on the diagnosis of local-level administrative structures in co-operation with academic institutions, BREDA and IIEP.

b) BREDA

- To assist National Directorates in the organization of national workshops.
- To create a network of information for local-level administrative pesonnel by bringing out a bulletin, or through NEDA.
- To publish individual case-studies.
- To provide assistance in research activities at the national level.

c) IIEP

- To provide technical and resource person support for national workshops.
- To organize the second sub-regional workshop for the refinement of methodology.
- To promote the organization of training workshops for the francophone sub-region of Africa.
- To prepare and disseminate the initial report on the Nazareth workshop as well as the final report after a second regionalworkshop.
- To produce a compendium of the national case-studies and selected case-studies prepared by participants of the Nazareth workshop.
- To monitor and promote research envisaged as follow-up of the Nazareth workshop.
- To intensify further effort for improving training systems for local-level administrative personnel in national literacy programmes.

a) Evaluation must be built into a training workshop. While informal assessment of the workshop towards the end by the participants and evaluation with the help of an instrument have their value (mainly in improving such activities in the future), a day-to-day monitoring is essential for ensuring the best outcomes of a workshop.

b) In organizing day-to-day monitoring it is necessary to have the help of a Steering Committee. But it is also important that the members of the Steering Committee informally assess the feelings and opnions of the participants.

c) The follow-up to the workshop should be borne in mind from the outset. While it is natural that the follow-up should correspond to the initial objectives of the workshop, the activities and associations developed in the workshop may open up much larger vistas of follow-up action.

SUB-REGIONAL TRAINING WORKSHOP FOR LOCAL LEVEL PERSONNEL IN NATIONAL LITERACY PROGRAMMES

Announcement

THE CONTEXT

The General Conference of Unesco, at its XXIth Session (23 September to 28 October 1980) emphasized the importance of giving a "new impetus to the efforts to eradicate illiteracy" and called upon the Director-General to assist "in the realization of such programmes, especially by stepping up training activities."(1) Similarly, for the forthcoming Medium-Term Plan, the General Conference declared :

> "In the context of democratization of education and of making the right to education a reality, the eradication of illiteracy has an unquestionable priority and urgency".(2)

Reflecting a similar concern expressed by the General Conference, IIEP's Medium-Term Plan 1979-1983 takes into account the factors such as non-formal education and renovation of education in relation to the development needs of the individual, the economy and the society.(3)

IIEP organized from 27 November to 2 December 1980 a workshop on "Planning and Administration of National Literacy Programmes" in Arusha, Tanzania. Literacy programmes were reviewed in the workshop in the context of national development objectives, particularly with reference to delivery of basic needs to the less privileged groups .

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(1) General Resolution on the Education programme. Records of the General Conference, Vol. 1, p 26 and p. 29

(2) Ibid., p.22

(3) IIEP Medium-Term Plan 1979-83, p.3

While the discussions related mainly to literacy strategies at the national level, during the course of the workshop it became clear that the success of national programmes depended, to a considerable extent, on improvement of planning and administration at the local level.[1] At the time of conclusion of the workshop, the participants from Ethiopia, Somalia and Tanzania requested the Director of IIEP to organize a special training programme for their region.

PLACE AND DATE

The IIEP is organizing a training workshop for local level personnel in national literacy programmes. The workshop will take place in Addis Ababa or in a small town not far from there. The dates of the workshop are 20 - 30 November 1981. The workshop will begin on the morning of the 20th and all participants are expected to reach the place of the workshop a day earlier. Working sessions will also have to be scheduled during the weekends.

PARTICIPANTS

The participants would be local level personnel in government or non-government organizations from selected countries of East and North-East Africa which have launched major literacy campaigns. The local level, for the purposes of this training workshop, is intended to mean the lowest levels of the administrative structure having well-defined administrative functions. It would be below the provincial level (in countries where such a level exists) and above the level of part-time or full-time field supervisors. The number of participants may be about 30, half of whom may be from the country where the workshop would take place. The rest of the participants would be from other countries of the region. It would be advisable to ensure that at least half of the participants are women. It would also be necessary to insist that the participants have a reasonable proficiency in English.

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(1) Planning and administration of national literacy programmes, Final report on an IIEP Workshop, Paris, IIEP, 1981, pp. 20-24

OBJECTIVES

The local level is the critical level in planning and management of literacy and non-formal education programmes ; and an effective programme for upgrading the capability of the functionaries at this level is essential for the success of such programmes. In some countries of East and North-east Africa there are rich experiences in the sphere of training. Tanzania, for example, has six types of training - from formal long-duration training organized at the University of Dar es Salaam and the Institute of Adult Education to very informal training organized by mobile groups. Similarly, some very interesting methods have been developed in Kenya to widen the role of extension workers as adult educators and to strengthen the critical place of training in this arrangement. On the other hand, Ethiopia and Somalia who have launched impressive national campaigns are in the process of defining and improving the training component of their programmes.

Keeping these aspects in mind, the principal objective of the workshop is to examine, in conference with persons having rich field experience, some of the alternative approaches to the effective training of personnel at the local level and to develop a methodological framework for organizing such programmes in the countries participating in the workshop, as well as for other countries. It is hoped that, following this workshop, some training programmes would be organized at the national level in accordance with the pattern evolved in the workshop and that these experiences would be then reviewed in another workshop.

Within this broad objective, the outcomes of the workshop can be stated as follows :

1. <u>For the participants</u>

   (a) A better understanding of the meaning and function of literacy in the context of their country's development ;

   (b) A clearer appreciation of their role as functionaries of a national programme and as "change agents"; and

   (c) The development of certain skills and capabilities to enable them to discharge their duties better.

2. For the national programmes

(a) Training of a few functionaries in perspectives which may be relevant for national programmes ;

(b) The participants may work as resource persons in training programmes to be organized as part of the national programmes ; and

(c) The opportunity of international exchange which may open probabilities of continuing contact, with mutual advantage.

3. For IIEP

(a) Availability of some useful material to strengthen the on-going research activities ; for example, the "case studies" of the participants could indicate some interesting new areas in microplanning ;

(b) Strengthening the component on literacy and non-formal education in the Annual Training Programme ; and

(c) Widening the scope of cooperative research between IIEP and relevant national agencies in the sphere of literacy and non-formal education.

THE METHOD OF ORGANIZING THE WORKSHOP

The essential characteristics of a workshop would be followed. These include :

(a) Involvement of the participants in structuring the workshop ;

(b) Emphasis on group work and on the exchange of experiences among participants ;

(c) Dependence on the initiative and ingenuity of the participants ;

(d) Resource persons functioning as communicators and motivators.

The content of the workshop would be built primarily on the experiences of the participants. They would be encouraged to articulate their experiences, and opportunity would be provided to them to examine objectively their experiences in field situations with the assistance of a specially selected group of resource persons. This

would be facilitated by the adoption of the case study method for organizing the workshop proceedings. In concrete terms, this implies that at the beginning of the workshop, the participants would specify the problems faced by them in their work and around which the activities of the workshop should concentrate. The participants would then be divided into groups, keeping in view their experience and the nature of problems and interested indicated by them. These groups would undertake study visits to selected literacy projects for 2-3 days and, upon return, continue their work in groups. This exercise would engage them in reflection in a comparative situation, which they would articulate by re-examining the case studies, improving their content and refining their presentation. A planning committee of a few resource persons and participants would regularly monitor the progress of the workshop. The participants would undertake an evaluation of the workshop and would also make recommendations about the follow-up action to be taken. They would also prepare a report of the workshop indicating, among other things, its relationship to their future work.

The third aspect of the method proposed for the workshop is the field operational aspect. The participants (as well as the resource persons), divided into suitable small groups, would be placed in the field situation for observation, interviews and work, thereby facilitating rediscovery and assimilation of principles and techniques. Since practically all the participants would be persons engaged in supervision, the field operational technique may enable them to develop capability to view field situations with a sharper focus and better insight.

DOCUMENTATION

Apart from the announcement note, there would be only three types of pre-workshop documentation :

1. Country reports on national literacy programmes

These would be in respect of each of the countries from which the participants are to be invited. Such reports would provide a survey of the national literacy campaign. The country reports would be sent to the participants so as to reach them a few weeks in advance.

2. Individual "case studies"

In principle, these would be prepared by each participant (in English).They would be approximately 12 pages long (each page about 350

words) and would reflect in brief the participant's recent experience. Indications regarding the items to be covered in the case studies and other relevant information are given in the Appendix. The case studies would be the main material of the workshop. Careful preparation of the case studies is therefore of immense importance. It would be necessary for all the participants of a country to be invited by the national director (who is also a resource person) to discuss together the problems which the participants may have regarding the preparation of the case studies.

RESOURCE PERSONS

These would be drawn from multiple sources : IIEP, the Literacy, Adult Education and Rural Development of Unesco, other UN agencies, Unesco Regional Office for Education in Africa, and experts from countries from which partcipants would be invited. The names of some of them are given below.

- ED/LAR, Unesco	Mr. A. Hammadache
- UNICEF	Mr. Manzoor Ahmed
- Ethiopia	Mr. Gudeta Mamo
- Kenya	Mr. David Macharia
- Somalia	Mr. Abdi Haibe Elmi
- Sudan	Mr. Abdu Rahman Echeikh
- Tanzania	Mr. Z.J. Mpogolo
- IIEP	Mr. G. Carron Mr. V. Youdi Mr. A. Bordia

FOLLOW-UP ACTIVITIES

The following are envisaged as the follow-up activities to the proposed workshop :

1. Research into the role and effectiveness of local level personnel in national literacy programmes, to be undertaken cooperatively by IIEP and national agencies interested in such activity.

2. Delineation of units of planning and administration of literacy programmes at the local level in IIEP's annual training programme.

3. Utilization of methodologies and approaches developed at the workshop in the countries from which the participants are drawn, and, perhaps, another training workshop in 1982-83 to review the follow-up and further refine the results of the workshop.

4. Publication of a report of the workshop.

ITEMS TO BE COVERED IN THE PARTICIPANTS' "CASE STUDIES"

A. INTRODUCTION — 1 page

Information about the local level[1], its population, significant geographical/environmental characteristics, etc.

B. PROGRAMME AT THE LOCAL LEVEL — 2 pages

1. Main features of the programme in the area (e.g. initial literacy phase, post-literacy, types of activities, etc.)
2. Size of the programme
3. Agencies involved in it
4. Arrangements for training

C. PLANNING AND ADMINISTRATIVE ISSUES — 4 pages

1. Methods for motivating and involving people.
2. Linkages and coordination between the literacy programme on the one hand and formal education, various sectors of development and the political system, on the other.
3. Structures (committee, board, etc.) at the local level for coordination and consultation with other concerned individuals, groups, departments, etc.
4. The administrative unit at the local level : its responsibilities, staff size, financial powers, other resources.
5. Methods of supervision.
6. Evaluation and monitoring mechanisms : is there provision for feed-back ?

D. GENERAL ISSUES — 5 pages

1. Significant experiences in planning and administration of the programme at the local level.

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(1) "Local level" is used in this Appendix to indicate the geographical area comprising the administrative unit under the charge of the case study author.

2. Comments on the quality of the programme and factors which influence it, e.g. training, evaluation, etc.

3. An analytical description of the problems faced, solutions sought, results.

4. Noteworthy innovations at the local level (whether relating to the period covered by the case study author or eearlier).

E. STATISTICAL TABLES CONCERNING THE LOCAL AREA

1. Characteristics of the local area/population (with a map if possible).

2. Educational institutions and enrolment at the primary and secondary levels.

3. Illiteracy rate -- male/female, rural/urban, special groups.

4. Progress of the literacy programme during the recent period (at least three years) :

   - Number of literacy centres)
   - Enrolment } male/female ; rural/urban
   - Number of instructors - male/female
   - Educational level of the "instructors"

5. Other statistics which may seem relevant.

APPENDIX 2

LIST OF PARTICIPANTS

1. Participants

ETHIOPIA

Abraham Goitom
Head, Air Operations Department
Civil Aviation Authority
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Ademe Gebre
CSTC Co-ordinator
Kaffa Regional, Kaffa Province
Gimbo District

Afework Worke
Community Skill Training Centre Co-ordinator
Komso District Community Skill Training Centre
Gamo Goffa Region, Gardula Province

Alemsege Assefa
Community Skill Training Centre
Co-ordinator & Executive Secretary of N. L. C. C. C.
Tigrai Region Enderta Province &
Dedeba Derga-agron District

Ambaye Tsegaye
C. S. T. C. Co-ordinator
Bale Administrative Region
Mendoyou Province

Assefa Worku
Chairman of the Kebele
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Gojjam

Feyissa Shiallew
Community Skill Training Centre Co-ordinator
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ETHIOPIA (contd.)

Getahun Berhanu
Community Skill Training Centre Co-ordinator
Gondar Region, Semien Province
Debark

Mandefro Meshesha
Community Skill Training Centre Co-ordinator
Gore - Illubabor

Mesfin Seifu
District Administrator
Shewa Region Kembta & Hadya Province
Timbaro District

Shimelis Gebere
Community Skill Training Centre Co-ordinator
Habro District C. S. T. C., Habro Province
Harage

Tariku Melka
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Kitui

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SUDAN	Abdel Hadi Abdul Kassim Adult Education Officer Department of Adult Education Dongolu
	Ahmed Mehed Ahmed Head of Reading Material Unit Adult Education Department Ministry of Education & Guidance Khartoum
	Mohamed Elhassan Mobarak Adult Education Office Omdurmain Khartoum
TANZANIA (United Republic of)	Rhoda L. Kahatano District Co-ordinator P. O. Box 1490 Bukoba, Kagera Region
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	Veronica R. Meena Regional Adult Education Co-ordinator Regional Education Office P. O. Box 3052 Moshi
	Rajabu S. Mwawilla Adult Education Co-ordinator Municipal Council P. O. Box 149 Mbeya
ZIMBABWE	Naran Kala Education Officer Ministry of Education & Culture P. O. Box 8022 Salisbury
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2. Resource persons

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3. Observers

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APPENDIX 3

PROGRAMME OF THE TRAINING WORKSHOP

A. UNITS FOR THE WORKSHOP

I. Planning of a participatory workshop

II. Development and literacy - the general perspective

III. National programmes, their administration, the structure at the local level

IV. Administration at the local level - a re-examination of the roles

- a. Local level personnel in the national context - appreciation of the role as vanguards of a movement
- b. Inter-relationship between national programme objectives and local level administration
- c. Leadership at the local level - identification of some qualities/characteristics
- d. Restatement of the role perceived and implications for training needs

V. Observational study of the organization of literacy programmes in the field

- Literacy centre
- Kebele/peasants' associations
- District administration

IV. Follow-up of the workshop

VII. Workshop evaluation

B. DAILY PROGRAMME

Friday, 20 November 1981 : Inauguration and Unit I (Planning of a participatory workshop) and Unit II (Development and literacy)

8.00-9.00	Registration of participants, observers and resource persons
9.15-9.25	Introductory address by Comrade Gudeta Mamo, Head, Department of Adult Education and NLCCC Secretary
9.25-10.00	Opening address by the representative of Comrade Goshu Wolde, Minister of Education, COPWE's Central Committee member and NLCCC Chairman
10.00-10.15	Brief address by Mr. G. Carron, IIEP Staff member
10.15-10.45	Coffee break
10.45-11.45	Plenary - Personal introduction by workshop participants - Election of chairman, Vice-chairman and Raporteur - Election of the Steering Committee - Provisional formation of groups

11.45-13.00	Unit I (Planning of participatory workshop)	
	- Purpose of the workshop and its organisation - Programme of the workshop	Mr. G. Carron Mr. D. Macharia
13.00-14.00	Lunch break	
14.00-15.00	Group work on Unit I	
15.00-15.30	Finalisation of Unit I (plenary)	
15.30-16.00	Tea break	
16.00-17.30	Unit II (Development and literacy)	
	- Development and literacy - the general perspective (plenary)	Mr. A. Bordia
	Discussion	
Saturday, 21 November	Unit III (National programmes)	
8.30-9.00	Clarifications regarding finalisation of the programme (plenary	Mr. D. Macharia
9.00-9.30	Ethiopian programme (plenary)	Cde. M. Gessese
9.30-10.30	Group work on Ethiopian programme	
10.30-11.00	Coffee break	
11.00-12.30	Group work on Ethiopian programme	
12.30-14.00	Lunch break	
14.00-15.30	Kenyan programme (plenary) Sudanese programme (plenary)	Mr. D. Macharia Mr. A.R. Sheik
15.30-16.00	Tea break	
16.00-17.15	Tanzanian programme (plenary) Zimbabwean programme (plenary)	Mr. Z.J. Mpogolo Mr. T. Mudariki
17.15-17.30	Introduction regarding group work on 22 November	Mr. A. Bordia
Sunday, 22 November	Unit IV (Re-examination of administration at the local level	
9.00-10.30	Group work on case-studies and identification of general issues concerning Unit IV	
10.30-11.00	Coffee break	
11.00-12.30	Group work (contd.)	
12.30-14.00	Lunch break	
14.00-15.30	Group work (contd.)	
15.30-16.00	Tea break	
16.00-17.30	Group work (contd.)	
21.00	Film show	
Monday, 23 November	Unit IV (Re-examination of administration at the local level) and introduction to Unit V (Observational field visits)	
8.30-9.30	Presentation of group reports (plenary)	
9.30-10.30	Response by resource persons on issues raised and discussion (plenary)	
10.30-11.00	Coffee break	

11.00-12.30	Response by resource persons and discussion (contd.)	
12.30-14.00	Lunch break	
14.00-15.30	Group work application of general issues on case studies	
15.30-16.00	Tea break	
16.00-17.30	Introduction of Unit V (plenary)	
	- Arrangements regarding visits	Mr. Girma Bayouh
	- Reference issues	Mr. D. Macharia
	- Diary of visit and report	Mr. A. Bordia
	Discussion	
Tuesday, 24 November	Unit V (Observational field visits interspersed with group work)	
Morning	Study visits	
12.30-14.00	Lunch break	
14.30-17.30	Visit to hot springs (optional)	
Wednesday, 25 November	Unit V (contd.)	
	Study visits and group work	
Thursday, 26 November	Unit V (contd.)	
Morning	Study visits	
Afternoon	Group work and preparation of report	
Evening	Cultural programme and dinner by the local community of Nazareth.	
Friday, 27 November	Conclusion of Unit V (Observational field visits) and Unit IV (Re-examination of administration at the local level)	
8.30-9.00	Discussions on modifications in the programme	
9.00-10.30	Reports on study visits (plenary)	
10.30-11.00	Coffee break	
11.00-12.30	Reports on study visits (contd.)	
12.30-14.00	Lunch break	
14.00-15.30	Evaluation, monitoring and research	Mr. G. Carron
15.30-16.00	Tea break	
16.00-16.45	Cost and Financing	Mr. R.V. Youdi
	Discussion	
16.45-17.30	Training of instructors	Mr. Tai Afrik
	Discussion	
Saturday, 28 November	Unit IV (Re-examination of administration at the local level)	
8.30-10.30	Group work on projects identified by participants	
10.30-11.00	Coffee break	
11.00-12.30	Individual work on projects	
12.30-14.00	Lunch break	
14.00-15.30	Individual work on projects (contd.)	
15.30-16.00	Tea break	
16.00-17.30	Finalisation of project work	

Sunday, 29 November	Conclusion of Unit IV (Re-examination of administration at the local level), Unit VI (Follow-up of the workshop) and Unit VII (workshop evaluation)
9.00-10.30	Concluding discussion on the case-studies (plenary)
10.30-11.00	Coffee break
11.00-12.30	Discussion on follow-up of the workshop (plenary)
12.30-14.00	Lunch break
14.00-15.30	Workshop evaluation (plenary)
15.30-16.00	Tea break
16.00	Departure for Addis Ababa
18.00	Arrival at Addis Ababa
Monday, 30 November	**Conclusion**
8.00-9.30	Visit to the Ministry of Education Exhibition Hall
9.30-10.00	Coffee break
10.00-11.00	Concluding function
11.00-18.30	Free
18.30-20.30	Reception

APPENDIX 4

EVALUATION FORM

Country: _____

- Please answer each question by putting a cross in the corresponding box and give written comments where appropriate
- Once you have filled out the evaluation sheet, please return to Mr. Youdi

Objectives

1. How would you evaluate the extent to which the two following objectives of the workshop have been reached?

   - To give participants a better understanding of their role as a local level administrator

Not at all well	Not so well	Well	Very well	Extremely well	No response
0	0	14	19	1	1

   - To develop alternative methods of training local level personnel engaged in national literacy programmes

Not at all well	Not so well	Well	Very well	Extremely well	No response
0	0	13	15	8	1

Working methods

2. The programme has been submitted to participants for detailed discussion and has later on been revised at several stages by the steering committee. How do you feel about the usefulness of this procedure?

Not at all useful	Not so useful	Useful	Very useful	Extremely useful	No response
0	0	17	12	6	0

3. During the programme you have been envolved in different types of activities.

(a) How useful did you find each of these activities?

	Not at all useful	Not so useful	Useful	Very useful	Extremely useful	No response
Group work	0	0	4	17	13	1
Field visits	0	0	1	13	21	0
Plenary discussion	0	1	15	16	3	0
Individual paper	0	1	13	15	6	0

(b) How would you assess the relative time devoted to each activity?

	Not enough time	Enough time	Too much time	No response
Group work	7	25	3	0
Field visits	9	26	0	0
Plenary discussion	14	17	3	1
Individual paper	24	9	0	2

Duration

4. Given the objectives of the programme how do you feel about the total duration of the programme?

Not long enough	Long enough	Too long	No response
27	7	0	1

Preparation

5. Was the background information you received before coming to the workshop sufficient to give you a clear idea about the objectives and content of the programme?

yes	No	No response
21	10	4

If no, what was lacking?

General appreciation

6. How would you rate this workshop if you compare it to other similar training programmes you have attended in the past?

Very poor	Poor	Good	Very good	Extremely good
0	0	17	13	5

Comments or suggestions?

Rating: 20 Ethiopians
5 Kenyans
4 Sudanese
4 Tanzanians
2 Zimbabwans
35